DOCUMENT RESUME

ED 482 961

EA 032 889

AUTHOR	DeVoe, Jill F.; Peter, Katharin; Kaufman, Phillip; Ruddy, Sally A.; Miller, Amanda K.; Planty, Mike; Snyder, Thomas D.; Rand, Michael R.
TITLE	Indicators of School Crime and Safety, 2003. Sixth Edition.
INSTITUTION	National Center for Education Statistics (ED), Washington, DC.; Department of Education, Washington, DC.
PUB DATE	2003-10-00
NOTE	178p.
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7872 (Toll Free). For full text: http://nces.ed.gov.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC08 Plus Postage.
DESCRIPTORS	Crime; Educational Environment; *School Safety

ABSTRACT

This publication provides the most recent national indicators on school crime and safety. These indicators demonstrate that sizable improvements have occurred in the safety of students: between 1992 and 2001, the violent crime victimization rate at school declined from 48 violent victimizations per 1,000 students in 1992 to 20 such victimizations in 2001. This report provides detailed statistical information to inform the nation on the current status of crime in schools. The 2003 edition of Indicators included the most recent available data, including 2001 data and newly released data from the 2000 School Survey on Crime and Safety, a survey of our nation's public schools. (AMT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

EA
AATR 0755

NCES
National Center for
Education Statistics

Indicators of School Crime and Safety: 2003

BJS
Bureau of
Justice Statistics

U.S. Department of Education
Institute of Education Sciences
NCES 2004-004

U.S. Department of Justice
Office of Justice Programs
NCJ 201257

ED 482 961

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

NCES
National Center for
Education Statistics

BJS
Bureau of
Justice Statistics

U.S. Department of Education
Institute of Education Sciences
NCES 2004-004

U.S. Department of Justice
Office of Justice Programs
NCJ 201257

Indicators of School Crime and Safety: 2003

October 2003

Jill F. DeVoe
Education Statistics Services Institute

Katharin Peter
Phillip Kaufman
MPR Associates, Inc.

Sally A. Ruddy
Amanda K. Miller
Mike Planty
Education Statistics Services Institute

Thomas D. Snyder
National Center for Education Statistics

Michael R. Rand
Bureau of Justice Statistics

U.S. Department of Education
Rod Paige
Secretary

Institute of Education Sciences
Grover J. Whitehurst
Director

National Center for Education Statistics
Val Plisko
Associate Commissioner

U.S. Department of Justice
John Ashcroft
Attorney General

Office of Justice Programs
Deborah J. Daniels
Assistant Attorney General

Bureau of Justice Statistics
Lawrence A. Greenfeld
Director

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in other countries.

The Bureau of Justice Statistics (BJS) is the primary federal entity for collecting, analyzing, publishing, and disseminating statistical information about crime, its perpetrators and victims, and the operation of the justice system at all levels of government. These data are critical to federal, state, and local policymakers in combating crime and ensuring that justice is both efficient and evenhanded.

October 2003

Suggested Citation

DeVoe, J.F., Peter, K., Kaufman, P., Ruddy, S.A., Miller, A.K., Planty, M., Snyder, T.D., and Rand, M.R. *Indicators of School Crime and Safety: 2003*. NCES 2004-004/NCJ 201257. U.S. Departments of Education and Justice. Washington, DC: 2003.

This publication can be downloaded from the World Wide Web at *http://nces.ed.gov* or *http://www.ojp.usdoj.gov/bjs/*. Single hard copies can be ordered through ED Pubs at 1-877-4ED-PUBS (NCES 2004-004) (TTY/TDD 1-877-576-7734), and the Bureau of Justice Statistics Clearinghouse at 1-800-732-3277 (NCJ 201257).

Contact at NCES:
Thomas D. Snyder
(202) 502-7452
E-mail: Tom.Snyder@ed.gov

Contact at BJS:
Michael R. Rand
(202) 616-3494
E-mail: randm@ojp.usdoj.gov

FOREWORD

The *Indicators of School Crime and Safety* provides the most recent national indicators on school crime and safety. These indicators demonstrate that sizable improvements have occurred in the safety of students: between 1992 and 2001, the violent crime victimization rate at school declined from 48 violent victimizations per 1,000 students in 1992 to 28 such victimizations in 2001. Even so, violence, theft, bullying, drugs, and firearms are still prevalent: students ages 12–18 were victims of about 764,000 violent crimes and 1.2 million crimes of theft at school in 2001.

Accurate information about the nature, extent, and scope of the problem being addressed is essential in developing effective programs and policies. The information in this report is intended to serve as a foundation for policymakers and practitioners so that they can develop effective programs and policies to prevent violence and crime in schools and cope with it when it occurs.

This is the sixth edition of *Indicators of School Crime and Safety*, a joint publication of the Bureau of Justice Statistics and the National Center for Education Statistics. This report provides detailed statistical information to inform the nation on the current status of crime in schools. The 2003 edition of *Indicators* includes the most recent available data, including 2001 data and newly released data from the 2000 School Survey on Crime and Safety, a survey of our nation's public schools.

The data in this report were compiled from a number of statistical data sources supported by the federal government. Such sources include results from a study of violent deaths in schools, sponsored by the U.S. Department of Education and the Centers for Disease Control and Prevention; the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the Bureau of Justice Statistics and the National Center for Education Statistics, respectively; the Youth Risk Behavior Survey, sponsored by the Centers for Disease Control and Prevention; and the Schools and Staffing Survey, sponsored by the National Center for Education Statistics.

The entire report is available on the Internet. The Bureau of Justice Statistics and the National Center for Education Statistics continue to work toward providing more timely and complete data on the issues of school-related violence and safety.

Val Plisko
Associate Commissioner
National Center for Education Statistics

Lawrence A. Greenfeld
Director
Bureau of Justice Statistics

EXECUTIVE SUMMARY

For youth to fulfill their potential in school, schools should be safe and secure places for all students, teachers, and staff members. Without a safe learning environment, teachers may have difficulty teaching and students may have difficulty learning. Gauging the safety of the school environment, however, may be difficult given the large amount of attention devoted to isolated incidents of extreme school violence nationwide.

Ensuring safer schools requires establishing good indicators of the current state of school crime and safety across the nation and periodically monitoring and updating these indicators. *Indicators of School Crime and Safety* is designed to provide an annual snapshot of specific crime and safety indicators, covering topics such as victimization, fights, bullying, disorder, teacher injury, weapons, student perceptions of school safety, and others. In addition to covering a wide range of topics, the indicators are based on information drawn from surveys of students, teachers, and principals, and data collections by federal agencies such as the Federal Bureau of Investigation and the Centers for Disease Control and Prevention.

Students ages 12–18 were victims of about 2 million nonfatal crimes of violence or theft at school in 2001, with the majority (62 percent) of all victimizations at school being thefts. However, this report is not only concerned with the safety of students in schools. Where comparable data are available for crimes that occur outside of school grounds, these data are offered as a point of comparison. In fact, as the data in this report show, a larger number of serious violent victimizations (that is, rape, sexual assault, robbery, and aggravated assault) take place away from school than at school.[1]

Data on homicides and suicides at school show there were 32 school-associated violent deaths in the United States between July 1, 1999 and June 30, 2000, including 24 homicides, 16 of which involved school-aged children. In each school year from 1992 to 2000, youth ages 5–19 were at least 70 times more likely to be murdered away from school than at school.

Trends in school crime over time are also of interest to researchers, educators, and families. Data show that the percentage of students being victimized at school has declined over recent years. Between 1995 and 2001, the percentage of students who reported being victims of crime at school decreased from 10 percent to 6 percent. This included a decrease in theft (from 7 percent to 4 percent) and a decrease in violent victimization (from 3 percent to 2 percent) over the same time period.

---

[1] These data are not adjusted by the number of hours that students spend on school property and the number of hours they spend elsewhere.

For some other types of crime at school, the frequency of these behaviors has shown no detectable pattern of increase or decrease over time. These include the percentage of suicides of school-age youth between 1992 and 1999, the percentage of students being threatened or injured with a weapon such as a gun, knife, or club on school property between 1993 and 2001, and the percentage of teachers being physically attacked by a student between 1993–94 and 1999–2000. Hate-related graffiti between 1999 and 2001, and measures of marijuana use, alcohol use, and drug distribution at school between 1993 and 2001 have also shown no detectable pattern of change over their respective survey periods.

The prevalence of one problem behavior at school has increased. In 2001, 8 percent of students reported that they had been bullied at school in the last 6 months, up from 5 percent in 1999.

ORGANIZATION OF THIS REPORT

This report, the sixth in a series of annual reports on school crime and safety from the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES), presents the latest available data on school crime and student safety. The report repeats some indicators from the 2002 report and also provides updated data on nonfatal student victimization; nonfatal victimization of teachers; principal reports of select crimes; and principal reports of disciplinary problems and actions at school. This year's report also includes data from last year's *Indicators* on fatal student victimization and students' reports of being threatened or injured with a weapon, being in fights, being bullied, avoiding places, being called hate-related words, and seeing hate-related graffiti. Data are also included on students' perceptions of personal safety, gangs, carrying weapons at school, using alcohol and marijuana, and drug availability on school property.

The report is organized as a series of indicators, with each indicator presenting data on a different aspect of school crime and safety. It starts with a description of the most serious violence. There are five sections to the report: Violent Deaths at School; Nonfatal Student Victimization—Student Reports; Violence and Crime at School—Public School Reports; Nonfatal Teacher Victimization at School—Teacher Reports; and School Environment. Each section contains a set of indicators that, taken together, describe a distinct aspect of school crime and safety.

Rather than relying on data from a large omnibus survey of school crime and safety, this report uses a variety of independent data sources from federal departments and agencies, including the BJS, NCES, and the Centers for Disease Control and Prevention. Each data source has an independent sample design, data collection method, and questionnaire design. By combining multiple and independent sources of data, this report aims to present a more complete portrait of school crime and safety than would be possible using any single source of information.

However, because the report relies on so many data sets, the age groups, time periods, and types of respondents analyzed can vary from indicator to indicator. Readers should keep these variations in mind when they compare data from different indicators. Readers should also note that trends in the data are discussed when possible. Where trends are not discussed, either the data are not available in earlier surveys or survey question wording changed from year to year, eliminating the ability to discuss any trend. Furthermore, while every effort has been made to keep key definitions consistent across indicators, readers should always use caution in making comparisons between results from different data sets for several reasons: the data sets may contain definitional differences, such as those used for specific crimes and crimes that occur "at school," and respondent differences, such as examining students who report a victimization (at the individual level) and a school reporting one or more victimizations school wide. Appendix A of this report contains descriptions of all the data sets used in this report.

KEY FINDINGS

All the comparisons described in this report are statistically significant at the 0.05 level. The following section presents the key findings of the report:

Violent Deaths at School

From July 1, 1999 through June 30, 2000, 32 school-associated violent deaths occurred in the United States (*Indicator 1*). Twenty-four of these violent deaths were homicides and 8 were suicides. Sixteen of the 24 school-associated homicides involved school-aged children. These 16 homicides are relatively few (1 percent of all homicides of youth) when comparing them with a total of 2,124 children ages 5–19 who were victims of homicide in the United States over the same period. Six of the 8 school-associated suicides from July 1, 1999 through June 30, 2000 involved school-aged children. Away from school, there were a total of 1,922 suicides of children ages 5–19 during the 2000 calendar year.

Nonfatal Student Victimization—Student Reports

Students ages 12–18 were more likely to be victims of nonfatal serious violent crime—including rape, sexual assault, robbery, and aggravated assault—when they were away from school than at school (*Indicator 2*). In 2001, students in this age range were victims of about 290,000 serious violent crimes away from school, compared with about 161,000 at school.

- Between 1992 and 2001, the violent crime victimization rates (that is, serious violent crime plus simple assault) for students ages 12–18 both at school and away from school decreased from 48 violent crimes per 1,000 students in 1992 to 28 violent crimes per 1,000 students in 2001 (*Indicator 2*). While this trend indicates an overall decline during this time frame, no difference was detected between 2000 and 2001 in the number of violent victimizations.

- In 2001, younger students (ages 12–14) were more likely to be victimized at school than older students (ages 15–18); however, away from school, older students were more likely to be victimized than their younger counterparts (*Indicator 2*).

- The percentages of students in grades 9–12 who have been threatened or injured with a weapon on school property[2] have shown no measurable differences in recent years (*Indicator 4*). In 1993, 1995, 1997, 1999, and 2001, between 7 and 9 percent of students reported being threatened or injured with a weapon such as a gun, knife, or club on school property in the preceding 12 months.

- The percentage of students who reported being in a fight anywhere declined between 1993 and 2001, from 42 percent to 33 percent (*Indicator 5*). Similarly, the percentage of students who reported fighting on school property also declined over this period, from 16 percent to 13 percent.

- In 2001, 8 percent of 12- through 18-year-old students reported being bullied at school in the last 6 months, up from 5 percent in 1999 (*Indicator 6*).

- Both males and females were more likely to report being bullied in 2001 than in 1999 (*Indicator 6*). In 2001, males were more likely than females to report being bullied (9 and 7 percent, respectively); however, in 1999, no such difference could be detected (5 percent each).

Violence and Crime at School—Public School Reports

In 1999–2000, 20 percent of all public schools experienced one or more serious violent crimes such as rape, sexual assault, robbery, and aggravated assault. Seventy-one percent of schools reported at least one violent incident. Forty-six percent of public schools reported property crimes, or thefts (*Indicator 7*). This report also provides the number of disciplinary actions taken by school principals for reasons not related to academics. About 54 percent of public schools reported taking a serious disciplinary action in the 1999–2000 school year. Of those disciplinary actions, 83 percent were suspensions lasting 5 days or more, 11 percent were removals with no services (i.e., expulsions), and 7 percent were transfers to specialized schools (*Indicator 8*).

- Secondary schools were more likely than other schools to experience a violent incident during the 1999–2000 school year (92 vs. 61–87 percent for elementary, middle, and combined schools). Likewise, larger schools were more likely to experience a violent incident than smaller schools. About 89 percent of schools with 1,000 or more students experienced a violent incident, compared with 61 percent of schools with less than 300 students (*Indicator 7*).

---

[2] Definitions for "on school property" and "at school" may differ. See appendix B for specific definitions.

- Two percent of public schools took a serious disciplinary action for the use of a firearm or explosive device, and 4 percent did so for the possession of such a device (*Indicator 8*).

Nonfatal Teacher Victimization at School—Teacher Reports

Over the 5-year period from 1997 through 2001, teachers were victims of approximately 1.3 million nonfatal crimes at school, including 817,000 thefts and 473,000 violent crimes (rape or sexual assault, robbery, and aggravated and simple assault) (*Indicator 9*).

- From 1997 through 2001, senior high school and middle/junior high school teachers were more likely to be victims of violent crimes (most of which were simple assaults) than elementary school teachers (*Indicator 9*).

- Teachers were differentially victimized by violent crimes at school according to where they taught (*Indicator 9*). From 1997 through 2001, urban teachers were more likely to be victims of violent crimes than suburban and rural teachers.

- In the 1999–2000 school year, 9 percent of all elementary and secondary school teachers were threatened with injury by a student, and 4 percent were physically attacked by a student (*Indicator 10*). This represented about 305,000 teachers who were victims of threats of injury by students that year and 135,000 teachers who were victims of attacks by students.

School Environment

Between 1995 and 1999, the percentage of students ages 12–18 who felt unsafe while they were at school or on the way to and from school decreased (*Indicator 12*). However, between 1999 and 2001, no change was found in the percentage of students who felt unsafe. In both 1999 and 2001, students were more likely to be afraid of being attacked when they were at school than away from school.

- Between 1993 and 2001, the percentage of students in grades 9–12 who reported carrying a weapon such as a gun, knife, or club on school property within the previous 30 days declined from 12 percent to 6 percent (*Indicator 11*).

- Between 1999 and 2001, no differences were detected in the percentage of students ages 12–18 who avoided one or more places at school (about 5 percent in each year) (*Indicator 13*). These estimates represented a decrease from 1995, when 9 percent of students avoided places at school.

- In 2001, 12 percent of students ages 12–18 reported that someone at school had used hate-related words against them (*Indicator 14*). That is, in the previous 6 months, someone at school had called them a derogatory word related to race, religion, ethnicity, disability, gender, or sexual orientation. During the same period, about 36 percent of students saw hate-related graffiti at school.

- In 2001, 20 percent of students reported that street gangs were present at their schools (*Indicator 15*). Students in urban schools were more likely to report the presence of street gangs at their schools (29 percent) than were suburban and rural students (18 and 13 percent, respectively).

- In 1999–2000, public school principals were asked to report how often certain disciplinary problems occurred at their schools. Twenty-nine percent of public schools reported that student bullying occurred on a daily or weekly basis and 19 percent reported student acts of disrespect for teachers occurred at the same frequency (*Indicator 16*). Additionally, 13 percent reported student verbal abuse of teachers and 3 percent reported occurrences of student racial tensions and widespread disorder in the classrooms with the same frequency.

- Between 1993 and 2001, no consistent patterns of increase or decrease were found in the percentage of students who had consumed alcohol, both anywhere and on school property (*Indicator 17*). In 2001, 5 percent of students in grades 9–12 had at least one drink of alcohol on school property in the 30 days prior to the survey. Forty-seven percent of students had at least one drink anywhere during the same period.

- Between 1993 and 2001, no consistent patterns of increase or decrease were found in the percentage of students who had used marijuana—both anywhere and on school property (*Indicator 18*). In 2001, 24 percent of students reported using marijuana anywhere during the previous 30 days, and 5 percent reported using marijuana on school property.

- In 2001, 29 percent of students in grades 9–12 reported that someone had offered, sold, or given them an illegal drug on school property in the 12 months prior to the survey (*Indicator 19*).

ACKNOWLEDGMENTS

The authors wish to thank the heads of the sponsoring agencies, Val Plisko of the National Center for Education Statistics (NCES) and Lawrence Greenfeld of the Bureau of Justice Statistics (BJS), for supporting this report. From BJS, we wish to thank Cathy Maston of the Victimization Statistics Branch for her work in verifying data from the NCVS and Tom Hester for his continued contribution to the report. From NCES, we wish to thank Bruce Taylor, Shelley Burns, Marilyn Seastrom, and Kathryn Chandler, who served as reviewers. They all provided input that substantially improved the publication. Outside of NCES and BJS, Mark Anderson, Nancy Brener, and Dionne White of the Centers for Disease Control and Prevention generously provided and verified data and performed reviews of data documentation. We also value the review of this report and the continued support provided by Bill Modzeleski of the Office of Safe and Drug-free Schools (OSDFS). Kristen Hayes and Maria Worthen of the OSDFS provided valuable comments and continue to be supportive of this report. Reviews from various offices in the Department of Education were provided by the Office of Vocational and Adult Education, the Office of Special Education Programs, the Office for Civil Rights, the Policy and Program Studies Service, the Office of the Deputy Secretary, and the Institute of Education Sciences.

In addition, school crime experts who reviewed the report were Allison Payne of the College of New Jersey and Richard Lawrence of St. Cloud State University. Their advice was gratefully accepted. We particularly appreciated their willingness to review the report under very strict time constraints. Without the assistance of the following staff at the Education Statistics Services Institute and MPR Associates, this report could not have been produced: Margaret Noonan, Sandy Eyster, Barbara Kridl, Wes Nations, Francesca Tussing, Andrea Livingston, and Leslie Retallick. They provided invaluable analytical, editorial, graphic, and production assistance.

TABLE OF CONTENTS

Page

Foreword iii
Executive Summary v
Acknowledgments xi
List of Tables xiv
List of Figures xix

Violent Deaths at School 1
1. Violent deaths at school and away from school 2

Nonfatal Student Victimization—Student Reports 5
2. Victimization at school and away from school 6
3. Victimization of students at school 10
4. Threats and injuries with weapons on school property 12
5. Physical fights on school property 14
6. Bullying at school 16

Violence and Crime at School—Public School Reports 19
7. Violent and other incidents at public schools and those reported to the police 20
8. Serious disciplinary actions taken by public schools 24

Nonfatal Teacher Victimization at School—Teacher Reports 27
9. Nonfatal teacher victimization at school 28
10. Teachers threatened with injury or attacked by students 30

School Environment 33
11. Students carrying weapons on school property 34
12. Students' perceptions of personal safety at school or on the way to and from school and away from school 36
13. Students' reports of avoiding places in school 38
14. Students' reports of being called hate-related words and seeing hate-related graffiti 40
15. Students' reports of gangs at school 42
16. Discipline problems reported by public schools 44
17. Students' use of alcohol 46
18. Students' use of marijuana 48
19. Students' reports of drug availability on school property 50

Supplemental Tables 53

Standard Error Tables 95

Appendix A. Technical Notes 133

Appendix B. Glossary of Terms 157

References 163

LIST OF TABLES

Table Page

Supplemental Tables

1.1. Number of school-associated violent deaths occurring at school and away from school: 1992–2002 54

2.1. Number of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992–2001 55

2.2. Rate of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001 59

2.3. Number of nonfatal crimes against students ages 12–18 occurring away from school, by type of crime and selected student characteristics: 1992–2001 63

2.4. Rate of nonfatal crimes against students ages 12–18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001 67

3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student characteristics: 1995, 1999, and 2001 71

4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student characteristics: Selected years 1993–2001 72

5.1. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by selected student characteristics: Selected years 1993–2001 73

6.1. Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by selected student characteristics: 1999 and 2001 74

7.1. Number and percentage of public schools with various types of crime and number of incidents, by selected school characteristics: 1999–2000 75

Table **Page**

7.2. Number and percentage of public schools that reported various types of crime to the police and number of incidents, by selected school characteristics: 1999–2000 77

8.1. Percentage and number of public schools that took a serious disciplinary action, number of actions taken, and percentage distribution of actions according to type, by type of offense: 1999–2000 79

9.1. Number of nonfatal crimes against teachers and average annual rate of crimes per 1,000 teachers at school, by type of crime and selected teacher and school characteristics: 1997–2001 80

10.1. Percentage and number of public and private school teachers who reported that they were threatened with injury by a student during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000 81

10.2. Percentage and number of public and private school teachers who reported that they were physically attacked by a student during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000 82

11.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by selected student characteristics: Selected years 1993–2001 83

12.1. Percentage of students ages 12–18 who reported being afraid at school or on the way to and from school and away from school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001 84

13.1. Percentage of students ages 12–18 who reported that they avoided one or more places in school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001 85

14.1. Percentage of students ages 12–18 who reported being targets of hate-related words at school during the previous 6 months, by selected student characteristics: 2001 86

14.2. Percentage of students ages 12–18 who saw hate-related graffiti at school during the previous 6 months, by selected student characteristics: 1999 and 2001 87

15.1. Percentage of students ages 12–18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and selected student characteristics: 2001 88

BEST COPY AVAILABLE

Table **Page**

16.1. Percentage of public schools that reported selected discipline problems according to frequency, by school characteristics: 1999–2000 89

17.1. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by selected student characteristics: Selected years 1993–2001 91

18.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by selected student characteristics: Selected years 1993–2001 92

19.1. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by selected student characteristics: Selected years 1993–2001 93

Standard Error Tables

S2.1. Standard errors for table 2.1: Number of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992–2001 96

S2.2. Standard errors for table 2.2: Rate of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001 100

S2.3. Standard errors for table 2.3: Number of nonfatal crimes against students ages 12–18 occurring away from school, by type of crime and selected student characteristics: 1992–2001 104

S2.4. Standard errors for table 2.4: Rate of nonfatal crimes against students ages 12–18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001 108

S3.1. Standard errors for table 3.1: Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student characteristics: 1995, 1999, and 2001 112

S4.1. Standard errors for table 4.1: Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student characteristics: Selected years 1993–2001 113

Table **Page**

S5.1. Standard errors for table 5.1: Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by selected student characteristics: Selected years 1993–2001 114

S6.1. Standard errors for table 6.1: Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by selected student characteristics: 1999 and 2001 115

S7.1. Standard errors for table 7.1: Number and percentage of public schools with various types of crime and number of incidents, by selected school characteristics: 1999–2000 116

S7.2. Standard errors for table 7.2: Number and percentage of public schools that reported various types of crime to the police and number of incidents, by selected school characteristics: 1999–2000 117

S8.1. Standard errors for table 8.1: Percentage and number of public schools that took a serious disciplinary action, number of actions taken, and percentage distribution of actions according to type, by type of offense: 1999–2000 118

S9.1. Standard errors for table 9.1: Number of nonfatal crimes against teachers and average annual rate of crimes per 1,000 teachers at school, by type of crime and selected teacher and school characteristics: 1997–2001 119

S10.1. Standard errors for table 10.1: Percentage and number of public and private school teachers who reported that they were threatened with injury by a student during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000 120

S10.2. Standard errors for table 10.2: Percentage and number of public and private school teachers who reported that they were physically attacked by a student during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000 121

S11.1. Standard errors for table 11.1: Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by selected student characteristics: Selected years 1993–2001 122

S12.1. Standard errors for table 12.1: Percentage of students ages 12–18 who reported being afraid at school or on the way to and from school and away from school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001 123

Table **Page**

S13.1. Standard errors for table 13.1: Percentage of students ages 12–18 who reported that they avoided one or more places in school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001 124

S14.1. Standard errors for table 14.1: Percentage of students ages 12–18 who reported being targets of hate-related words at school during the previous 6 months, by selected student characteristics: 2001 125

S14.2. Standard errors for table 14.2: Percentage of students ages 12–18 who saw hate-related graffiti at school during the previous 6 months, by selected student characteristics: 1999 and 2001 126

S15.1. Standard errors for table 15.1: Percentage of students ages 12–18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and selected student characteristics: 2001 127

S16.1. Standard errors for table 16.1: Percentage of public schools that reported selected discipline problems according to frequency, by school characteristics: 1999–2000 128

S17.1. Standard errors for table 17.1: Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by selected student characteristics: Selected years 1993–2001 130

S18.1. Standard errors for table 18.1: Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by selected student characteristics: Selected years 1993–2001 131

S19.1. Standard errors for table 19.1: Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by selected student characteristics: Selected years 1993–2001 132

Appendix Tables

A-1. Descriptions of data sources and samples used in the report 146

A-2. Wording of survey questions used to construct indicators 147

A-3. Methods used to calculated standard errors of statistics for different surveys..... 154

LIST OF FIGURES

Figure		Page
1.1.	Number of homicides and suicides of youth ages 5–19 at school and away from school: 1999–2000	3
1.2.	Number of homicides and suicides of youth ages 5–19 at school: 1992–2002	3
2.1.	Rate of nonfatal crimes against students ages 12–18 per 1,000 students, by type of crime and location: 1992–2001	7
2.2.	Rate of nonfatal crimes against students ages 12–18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001	8
2.3.	Rate of nonfatal crimes against students ages 12–18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 2001	9
3.1.	Percentage of students ages 12–18 who reported nonfatal criminal victimization at school during the previous 6 months, by grade level: 1995, 1999, and 2001	11
4.1.	Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by sex: Selected years 1993–2001	13
4.2.	Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by grade: Selected years 1993–2001	13
5.1.	Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by sex: Selected years 1993–2001	15
5.2.	Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by grade: Selected years 1993–2001	15
6.1.	Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by sex: 1999 and 2001	17
6.2.	Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by grade: 1999 and 2001	17

Figure **Page**

7.1. Percentage of public schools with various types of crime and percentage of public schools that reported various types of crime to the police, by school level: 1999–2000 21

7.2. Percentage of public schools with various types of crime and percentage of public schools that reported various types of crime to the police, by enrollment: 1999–2000 22

7.3. Percentage of public schools with various types of crime and percentage of public schools that reported various types of crime to the police, by urbanicity: 1999–2000 23

8.1. Percentage distribution of serious disciplinary actions taken by public schools according to type of action: 1999–2000 25

8.2. Percentage of public schools that took a serious disciplinary action for selected offenses, by type of offense: 1999–2000 25

9.1. Average annual rate of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and selected teacher and school characteristics: 1997–2001 29

10.1. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by urbanicity: 1993–94 and 1999–2000 31

10.2. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by urbanicity and school sector: 1999–2000 31

11.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by sex: Selected years 1993–2001 35

11.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by grade: Selected years 1993–2001 .. 35

12.1. Percentage of students ages 12–18 who reported being afraid at school or on the way to and from school during the previous 6 months, by race/ethnicity: 1995, 1999, and 2001 37

Figure **Page**

12.2. Percentage of students ages 12–18 who reported being afraid away from school during the previous 6 months, by race/ethnicity: 1999 and 2001 37

13.1. Percentage of students ages 12–18 who reported that they avoided one or more places in school during the previous 6 months, by race/ethnicity: 1995, 1999, and 2001 39

13.2. Percentage of students ages 12–18 who reported that they avoided one or more places in school during the previous 6 months, by urbanicity: 1995, 1999, and 2001 39

14.1. Percentage of students ages 12–18 who reported being targets of hate-related words or who saw hate-related graffiti at school during the previous 6 months, by student and school characteristics: 2001 41

15.1. Percentage of students ages 12–18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and school sector: 2001 43

16.1. Percentage of public schools that reported selected discipline problems, by school level: 1999–2000 45

17.1. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by sex: Selected years 1993–2001 47

17.2. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by grade: Selected years 1993–2001 47

18.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by sex: Selected years 1993–2001 49

18.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by grade: Selected years 1993–2001 49

19.1. Percentage of students in grades 9–12 who reported drugs were made available to them on school property during the previous 12 months, by sex: Selected years 1993–2001 51

19.2. Percentage of students in grades 9–12 who reported drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 1999 and 2001 51

VIOLENT DEATHS AT SCHOOL

Indicator
1

VIOLENT DEATHS AT SCHOOL AND AWAY FROM SCHOOL

In each school year from July 1, 1992 to June 30, 2000, youth ages 5–19 were at least 70 times more likely to be murdered away from school than at school.

Violent deaths in schools are tragic events that affect not only the individuals and families directly involved, but also everyone in the schools and communities where they occur. In the 2001–02 school year, 17 school-aged youth were victims of a school-associated violent death. In this indicator, a school-associated violent death is a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States. Deaths that occurred while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event, were also considered a school-associated violent death. Victims of school-associated violent deaths include students, staff members, and other nonstudents. Data were drawn from a number of data sets to enable comparisons of homicides and suicides at school and away from school. Data for school-associated violent deaths during the 1999–2000 through 2000–01 school years are preliminary.

In the most recent school year for which data from all sources are available, from July 1, 1999 to June 30, 2000, there were 32 school-associated violent deaths (table 1.1). Of these violent deaths, 24 were homicides and 8 were suicides. Sixteen of the homicides and 6 of the suicides were of school-aged youth (ages 5–19) at school (figure 1.1 and table 1.1). Combined, this translates into less than 1 homicide or suicide of a school-aged youth at school per million students enrolled during the 1999–2000 school year.[1] Away from school, during roughly the same time period, there were 2,124 homicides and 1,922 suicides of youth ages 5–19.

From July 1, 1992 to June 30, 2000, 390 school-associated violent deaths occurred on campuses of U.S. elementary or secondary schools. Of these violent deaths, 234 were homicides and 43 were suicides of school-aged youth (ages 5–19). Away from school during roughly the same period,[2] 24,406 children ages 5–19 were victims of homicide and 16,735 children committed suicide. In each school year, youth were at least 70 times more likely to be murdered away from school than at school.

Between July 1, 1992 and June 30, 1998, no consistent pattern of increase or decrease was observed in the number of homicides or suicides of school-aged youth at school (figure 1.2 and table 1.1). During this period, between 28 and 34 homicides and between 1 and 7 suicides of school-aged youth occurred at school in each year. However, from July 1, 1998 to June 30, 2002, there has been a decline in the number of homicides at school, from 33 homicides of youth at school during the 1998–99 school year, to 14 during the 2001–2002 school year.

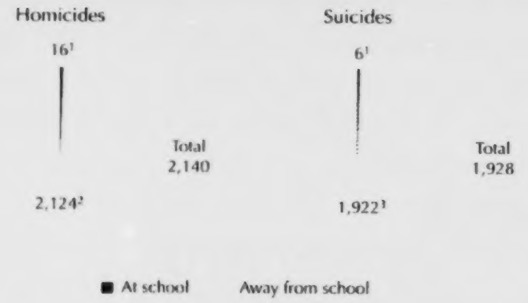
This indicator has been updated to include the most recent data available.

---

[1] The total number of students in grades K–12 enrolled during the Fall of the 1999 school year was 52,020,000 (U.S. Department of Education 2003).

[2] The estimates include homicides of youth ages 5–19 occurring from July 1, 1992 to June 30, 2000 and suicides of youth ages 5–19 occurring from 1993 to 2000 calendar years.

Figure 1.1. Number of homicides and suicides of youth ages 5–19 at school and away from school: 1999–2000



[1] Youth ages 5–19 from July 1, 1999 to June 30, 2000. Data are preliminary and subject to change.

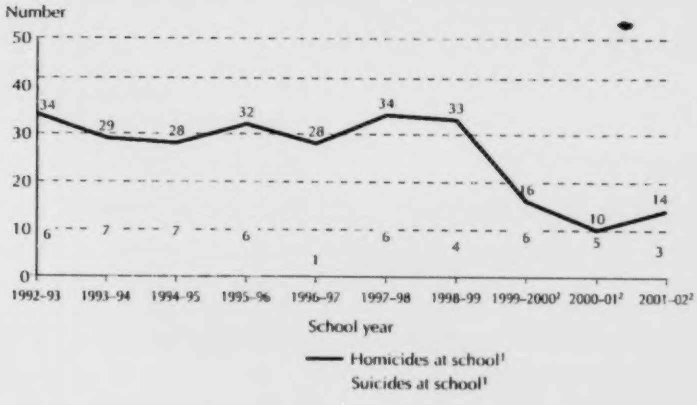
[2] Youth ages 5–19 from July 1, 1999 to June 30, 2000.

[3] Youth ages 5–19 in the 2000 calendar year.

NOTE: "At school" includes on school property, on the way to or from school, and while attending or traveling to or from a school-sponsored event.

SOURCE: Data on homicides and suicides of youth ages 5–19 at school and total school-associated violent deaths from the Centers for Disease Control and Prevention (CDC), 1992–2002 School-Associated Violent Deaths Surveillance System, previously unpublished tabulation (August 2003); data on suicides of youth ages 5–19 from the CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System (WISQARS™) (2003), retrieved August 2003 from *http://www.cdc.gov/ncipc/wisqars/*; and data on homicides of youth ages 5–19 away from school for the 1992–93 through 2000–01 school year from the Bureau of Justice Statistics, preliminary data (October 2003).

Figure 1.2. Number of homicides and suicides of youth ages 5–19 at school: 1992–2002



[1] Homicides and suicides of youth ages 5–19 at school from July 1, 1992 to June 30, 2002.

[2] Data are preliminary and subject to change.

NOTE: "At school" includes on school property, on the way to or from school, and while attending or traveling to or from a school-sponsored event.

SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2002 School-Associated Violent Deaths Surveillance System, previously unpublished tabulation (August 2003).

BEST COPY AVAILABLE

NONFATAL STUDENT VICTIMIZATION— STUDENT REPORTS

Indicator
2

VICTIMIZATION AT SCHOOL AND AWAY FROM SCHOOL

Between 1992 and 2001, the victimization rate for students ages 12–18 generally declined for thefts, violent crimes, and serious violent crimes at school and away from school.

Theft and violence at school and while going to and from school can lead to a disruptive and threatening environment, physical injury, and emotional stress and can be an obstacle to student achievement (Elliott, Hamburg, and Williams 1998). Data from the National Crime Victimization Survey show that students ages 12–18 were victims of about 2 million nonfatal crimes (theft plus violent crime) while they were at school and about 1.7 million crimes while they were away from school in 2001 (tables 2.1 and 2.3).[3] These figures represent victimization rates of 73 crimes per 1,000 students at school, and 61 crimes per 1,000 students away from school (figure 2.1 and tables 2.2 and 2.4).

Students ages 12–18 were more likely to be victims of theft at school than away from school between 1992 and 2001, in all but 2 years (1997 and 2000) (tables 2.1 and 2.3). In 2001, about 1.2 million thefts occurred at school, and about 913,000 occurred away from school. In 2001, students ages 12–18 were victims of about 764,000 violent crimes at school (rape, sexual assault, robbery, and aggravated and simple assault), including 161,000 serious violent crimes (rape, sexual assault, robbery and aggravated assault). Away from school, students were victims of about 758,000 violent crimes, including 290,000 serious violent crimes. Although during most of the period between 1992 and 2001, the victimization rates for violent crime and serious violent crime were lower at school than away from school, no difference could be detected in the violent victimization rate for students at school and away from school in 2001.

The victimization rate for students ages 12–18 generally declined for thefts, violent crimes, and serious violent crimes at school and away from school between 1992 and 2001 (figure 2.1 and tables 2.2 and 2.4). Specifically, the violent victimization rate generally declined between 1992 and 2001 from 48 to 28 crimes per 1,000 students at school and from 71 to 28 crimes per 1,000 students away from school. While this trend indicates an overall decline during this time frame, no difference was detected between 2000 and 2001 in the number of violent victimizations.

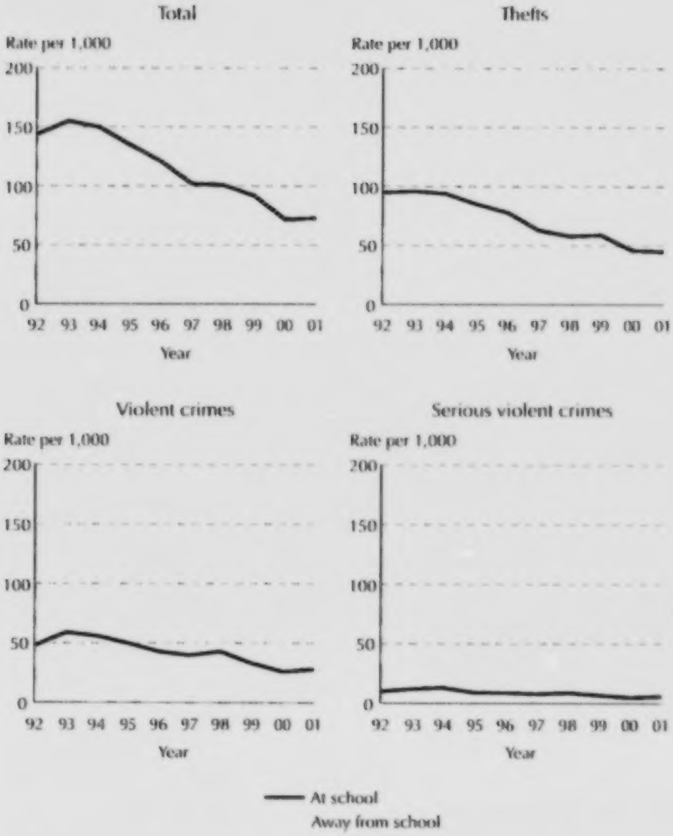
In 2001, the rate of serious violent crime away from school was higher for urban students than for both suburban and rural students (figures 2.2 and 2.3, and tables 2.2 and 2.4). However, no differences were detected in the likelihood of theft, violent victimization, and serious violent victimization at school between students living in urban, suburban, and rural areas. Younger students (ages 12–14) were more likely than older students (ages 15–18) to be victims of crime at school while older students were more likely than younger students to be victimized away from school. No differences could be detected in the rate of theft, violent victimization, and serious violent victimization between males and females both at school and away from school.

This indicator has been updated to include 2001 data.

---

[3] "Students" refers to persons 12–18 years of age who reported being in any elementary or secondary grade at the time of the survey. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school and the number of hours they spend away from school.

Figure 2.1. Rate of nonfatal crimes against students ages 12–18 per 1,000 students, by type of crime and location: 1992–2001

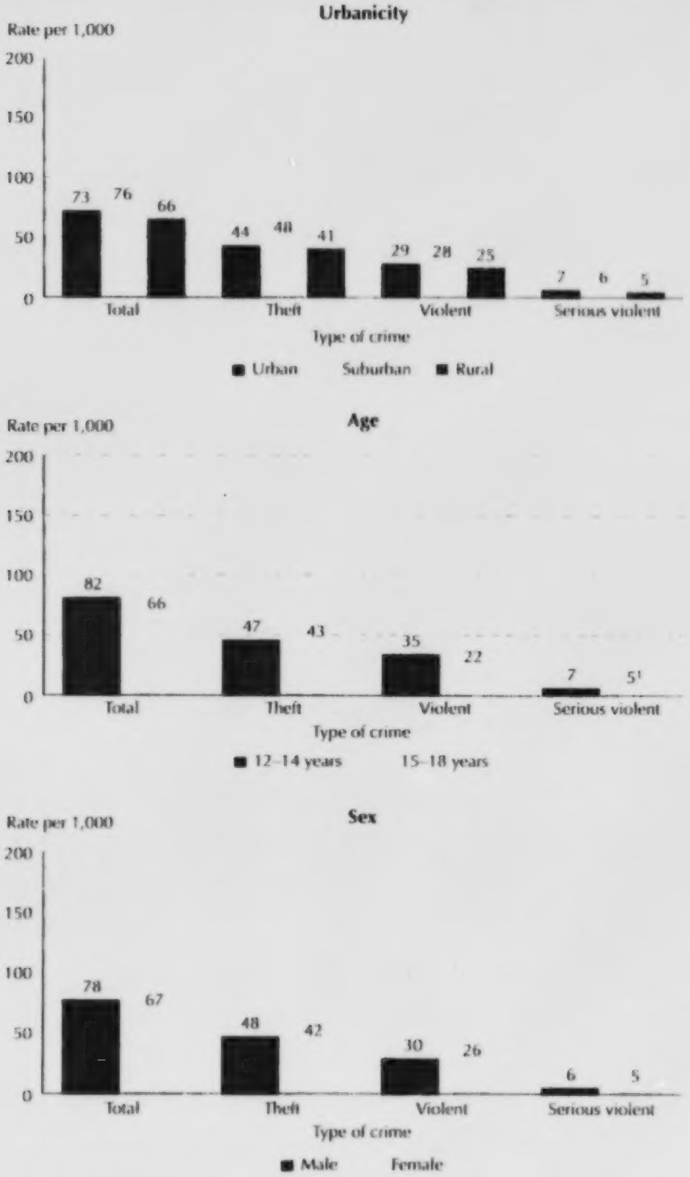


NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2001.

BEST COPY AVAILABLE

Figure 2.2. Rate of nonfatal crimes against students ages 12–18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 2001

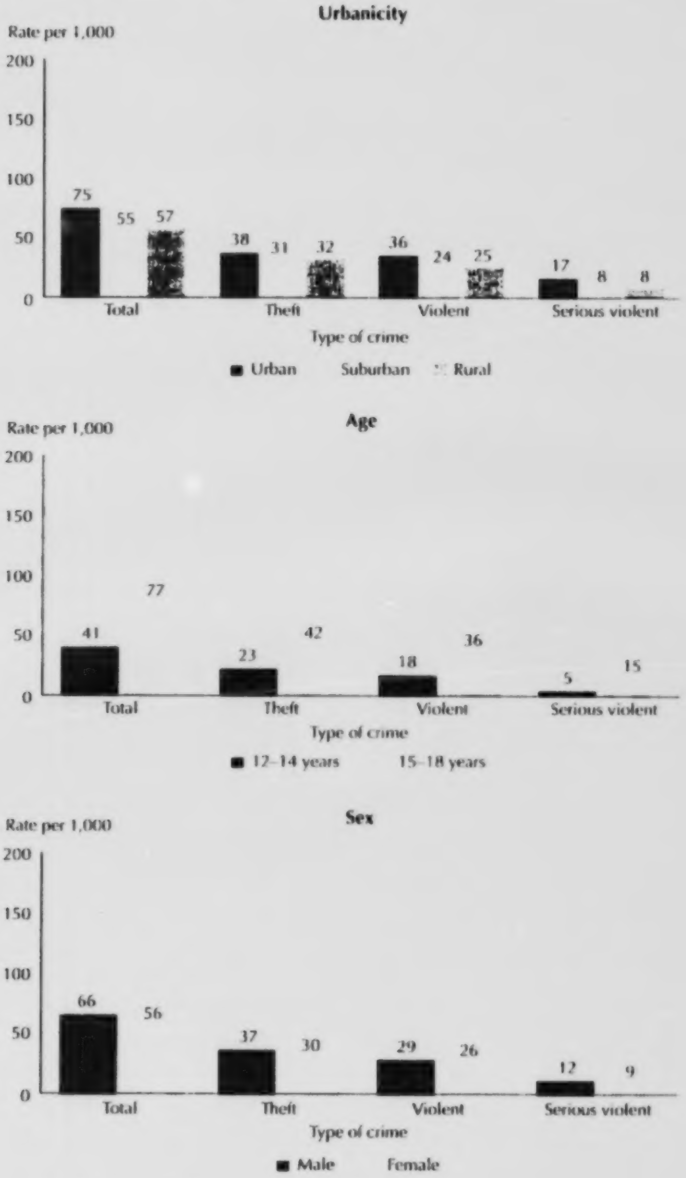


[1] Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2001.

Figure 2.3. Rate of nonfatal crimes against students ages 12–18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 2001



NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2001.

Indicator

3

VICTIMIZATION OF STUDENTS AT SCHOOL

In recent years, as student grade level increased from 6th to 12th, reports of victimization generally decreased.

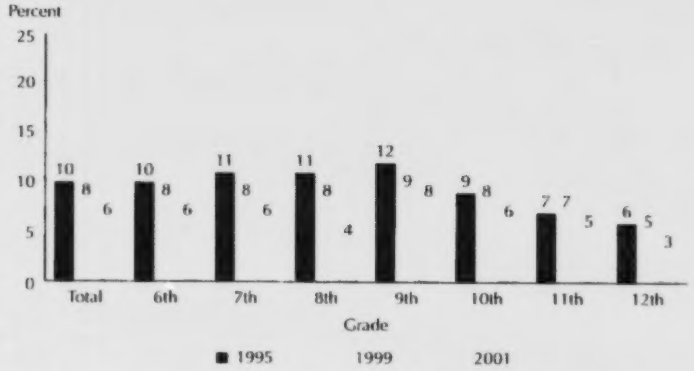
The most frequently occurring type of nonfatal crime in the United States is theft, though violent crime continues to be of importance in examining school safety (U.S. Department of Justice 2000). Data from the School Crime Supplement to the National Crime Victimization Survey show a decrease in the percentage of students affected by most types of victimization in recent years. For example, the percentage of students ages 12–18 who reported being victims of nonfatal crimes at school during the previous 6 months was lower in 2001 than in 1999 and 1995 (6 percent vs. 8 and 10 percent, respectively) (table 3.1). Student reports of theft at school decreased from 7 percent in 1995 to 4 percent in 2001. In addition, student reports of violence at school decreased from 1995 to 1999 but were not measurably different between 1999 and 2001 (3 percent in 1995 and 2 percent in both 1999 and 2001).

In 2001, male students were more likely than female students to report any criminal victimization (6 vs. 5 percent). Among 6th–12th-grade students, as student grade level increased, reports of victimization generally decreased in all survey years (figure 3.1 and table 3.1). Nonetheless, for students in each grade level, the percentage who reported being victims of nonfatal crimes declined between 1995 and 2001. During this period, reports of victimization dropped from 10 percent to 6 percent for 6th-graders and from 6 percent to 3 percent for 12th-graders.

Nonfatal victimization rates varied according to school sector. In each survey year, public school students were more likely to report having been victims of violent crime than their private school counterparts. Public school students were also more likely than private school students to report being victims of theft in 1995 and 2001.

This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

Figure 3.1. Percentage of students ages 12–18 who reported nonfatal criminal victimization at school during the previous 6 months, by grade level: 1995, 1999, and 2001



NOTE: This figure presents the prevalence of total victimization, which is a combination of violent victimization and theft. "At school" includes in the school building, on school property, or on the way to or from school. (See appendix A for more information.)

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995, 1999, and 2001.

BEST COPY AVAILABLE

Indicator
4

THREATS AND INJURIES WITH WEAPONS ON SCHOOL PROPERTY

The percentage of students in grades 9–12 who were threatened or injured with a weapon on school property has fluctuated in recent years without a clear trend.

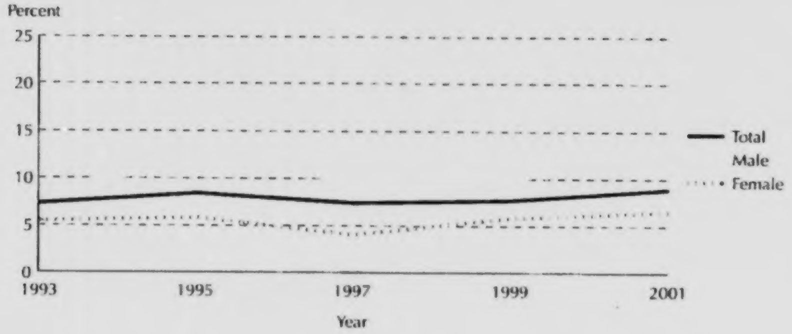
Every year, some students are threatened or injured with a weapon while they are on school property. The percentage of students victimized in this way provides an important measure of how safe our schools are and how this changes over time. In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had been threatened or injured with a weapon on school property during the 12 months preceding the survey. Results show that the percentage of students who were threatened or injured in this way has fluctuated in recent years without a clear trend. In all survey years from 1993 to 2001, between 7 percent and 9 percent of students reported being threatened or injured with a weapon, such as a gun, knife, or club, on school property (table 4.1).

The likelihood of being threatened or injured with a weapon on school property varied by student characteristics. In each survey year, males were more likely than females to report being threatened or injured with a weapon on school property (figure 4.1 and table 4.1). For example, in 2001, 12 percent of male students reported being threatened or injured in the past year, compared with 7 percent of female students. Among 9th–12th-grade students, those in lower grades were more likely to be threatened or injured with a weapon on school property than were those in higher grades in all survey years (figure 4.2 and table 4.1). In 2001, 13 percent of 9th-graders reported that they were threatened or injured with a weapon on school property, compared with 9 percent of 10th-graders, 7 percent of 11th-graders, and 5 percent of 12th-graders.

Finally, students' likelihood of being threatened or injured with a weapon on school property was examined by race/ethnicity. In 2001, Pacific Islander students were more likely than Black, Hispanic, or White students to report being threatened or injured with a weapon on school property. While there appear to be large differences in other racial/ethnic groups, some of these estimates are associated with large standard errors and should be interpreted with caution.

This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

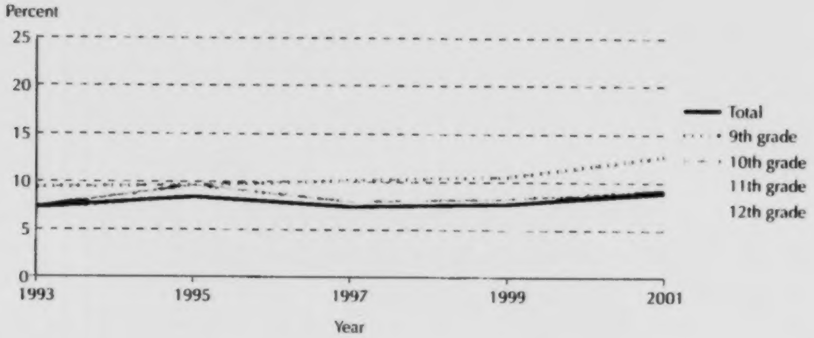
Figure 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by sex: Selected years 1993–2001



NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Figure 4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by grade: Selected years 1993–2001



NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Indicator
5

PHYSICAL FIGHTS ON SCHOOL PROPERTY

In recent years, the percentage of 9th–12th-grade students who reported being in a physical fight on school property has declined—from 16 percent in 1993 to 13 percent in 2001.

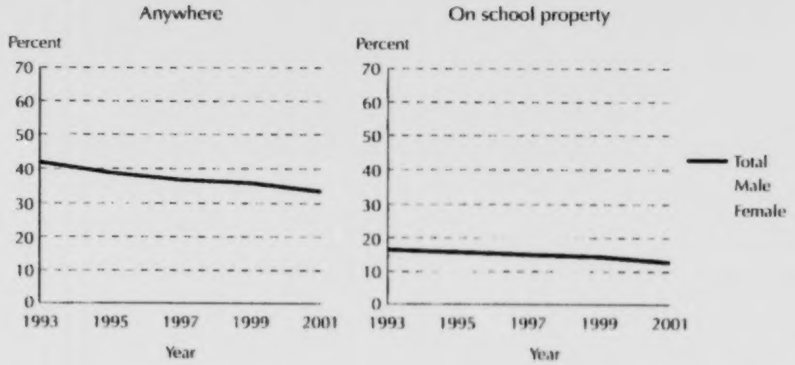
Schools at which there are numerous physical fights may not be able to maintain a focused learning environment for students. Further, students who are involved in fights on school property may have difficulty succeeding in their studies (Hamburg 1998). In the Youth Risk Behavior Survey, students in grades 9–12 were asked about their general involvement in physical fights during the preceding 12 months (referred to as "anywhere" in this analysis) and their involvement in physical fights on school property. The percentage of students in grades 9–12 who reported being in a fight anywhere declined from 1993 to 2001—from 42 percent in 1993 to 33 percent in 2001 (table 5.1). Similarly, the percentages of students who reported fighting on school property in these years also declined, from 16 percent in 1993 to 13 percent in 2001.

In all survey years, males were more likely than females to have been in a fight anywhere and on school property (figure 5.1 and table 5.1). In 2001, 43 percent of males said they had been in a fight anywhere, and 18 percent said they had been in a fight on school property. In that same year, 24 percent of females reported they had been in a fight anywhere, and 7 percent said they had been in a fight on school property. When looking at different grade levels, students in lower grades reported being in fights more frequently than students in higher grades both anywhere and on school property in all survey years (figure 5.2 and table 5.1). For example, in 2001, 17 percent of 9th-graders reported being in a fight on school property, while 8 percent of 12th-graders reported the same.

In 2001, the percentages of students engaging in fights anywhere varied according to students' race/ethnicity. Specifically, Asian students were less likely than Black, White, and Hispanic students to report being in a fight anywhere (22 percent vs. 32–37 percent for Black, White, and Hispanic students). However, a similar pattern could not be detected in the percentages of students who reported being in a fight at school. While there appear to be large differences in other racial/ethnic groups, these estimates are associated with large standard errors and should be interpreted with caution.

This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

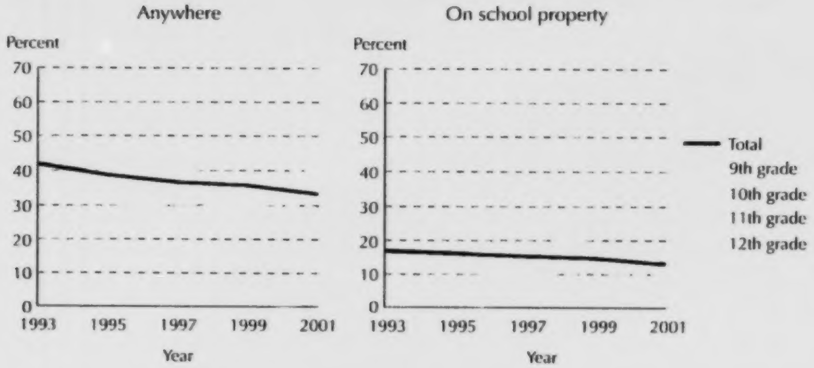
Figure 5.1. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by sex: Selected years 1993–2001



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; rather, students are simply asked how many times in the last 12 months they had been in a physical fight.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Figure 5.2. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by grade: Selected years 1993–2001



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire; rather, students are simply asked how many times in the last 12 months they had been in a physical fight.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

BEST COPY AVAILABLE

Indicator

6

BULLYING AT SCHOOL

The percentage of students who reported that they had been bullied at school increased from 5 percent in 1999 to 8 percent in 2001.

Bullying can contribute to an environment of fear and intimidation in schools (Arnette and Walsleben 1998; Ericson 2001). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if they had been bullied (for example, picked on or made to do things they did not want to do) at school. In 2001, 8 percent of students reported that they had been bullied at school in the last 6 months, up from 5 percent in 1999 (table 6.1).

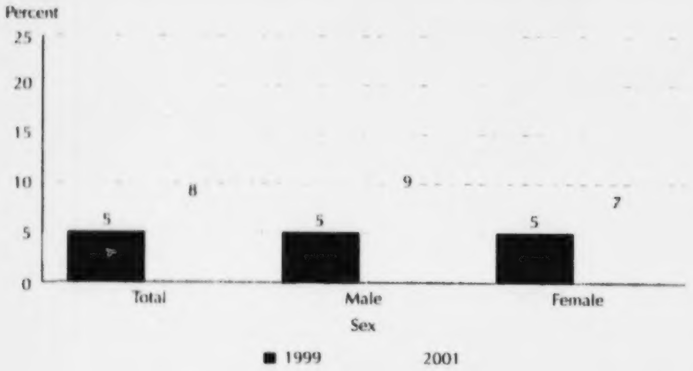
In 2001, males were more likely than females to be bullied (9 vs. 7 percent); however, no differences could be detected according to students' sex in 1999 (about 5 percent each) (figure 6.1 and table 6.1). The percentage of students who reported that they had been bullied increased between 1999 and 2001 for all racial/ethnic groups except Blacks. About 6 percent of Black students in both years reported they had been bullied. During this period, the percentage of students who had been bullied increased from 5 to 9 percent for White students, and from 4 to 8 percent for Hispanic students. In 2001, one difference could be detected among racial/ethnic groups in the percentage of students who reported being bullied: White students were more likely than Black students to report being bullied (9 vs. 6 percent).

In 1999 and 2001, grade level was inversely related to students' likelihood of being bullied: as grade level increased, students' likelihood of being bullied decreased (figure 6.2 and table 6.1). For example, in 2001, 14 percent of 6th-graders, 9 percent of 9th-graders, and 2 percent of 12th-graders reported that they had been bullied at school.

In 1999, public school students were more likely to report being bullied than private school students (5 vs. 3 percent); however, no differences were detected between public and private school students' reports of being bullied in 2001.

This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

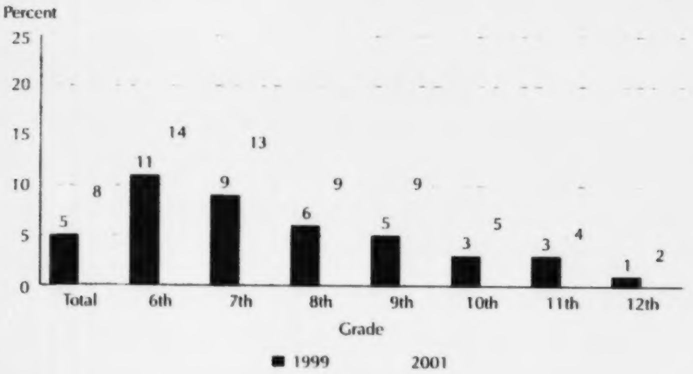
Figure 6.1. Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by sex: 1999 and 2001



NOTE: In the 1999 survey, "at school" was defined as in the school building, on the school grounds, or on a school bus. In the 2001 survey, "at school" was defined as in the school building, on school property, on a school bus, or going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 and 2001.

Figure 6.2. Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by grade: 1999 and 2001



NOTE: In the 1999 survey, "at school" was defined as in the school building, on the school grounds, or on a school bus. In the 2001 survey, "at school" was defined as in the school building, on school property, on a school bus, or going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 and 2001.

VIOLENCE AND CRIME AT SCHOOL —PUBLIC SCHOOL REPORTS

Indicator 7

VIOLENT AND OTHER INCIDENTS AT PUBLIC SCHOOLS AND THOSE REPORTED TO THE POLICE

Seventy-one percent of public schools experienced one or more violent incidents, while 36 percent reported one or more such incidents to the police.

This indicator provides the percentage of schools that experienced one or more crimes and the total number of crimes reported by schools. In the School Survey on Crime and Safety, principals of public schools were asked to provide the number of violent incidents, serious violent incidents, thefts, and other incidents that occurred at their school, as well as the number of incidents that were reported to the police. Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

In 1999–2000, an estimated 1.5 million violent incidents occurred in public elementary and secondary schools (table 7.1). Seventy-one percent of public schools experienced one or more violent incidents and 36 percent of schools reported one or more such incidents to the police (tables 7.1 and 7.2). Twenty percent of schools experienced one or more serious violent incidents (which are a subset of violent incidents and include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon) and 46 percent of public schools experienced one or more thefts. These translate into an estimated 61,000 serious violent incidents and 218,000 thefts at public schools in 1999–2000. When looking at reports to police, 15 percent of public schools reported one or more serious violent incidents to the police and 28 percent reported one or more thefts to the police.

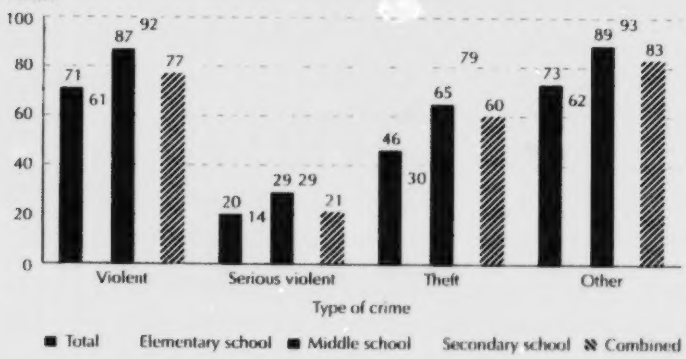
The prevalence of violent incidents and those reported to the police varied by the school level and size of the school (figures 7.1 and 7.2 and tables 7.1 and 7.2). Schools with students in higher grades were more likely to experience a violent incident than those with students in lower grades. Specifically, secondary schools were more likely to have a violent incident than elementary, middle, or combined schools (92 percent vs. 61–87 percent for the other school levels). A similar pattern was observed for those incidents that were reported to the authorities: 71 percent of secondary schools reported a violent incident, compared with 20 percent of elementary schools, 56 percent of middle schools, and 51 percent of combined schools. Likewise, larger schools were more likely to have a violent incident and report one or more violent incidents to the police than smaller schools. About 89 percent of schools with 1,000 students or more had a violent incident, compared with 61 percent of schools with less than 300 students.

This is a new indicator.

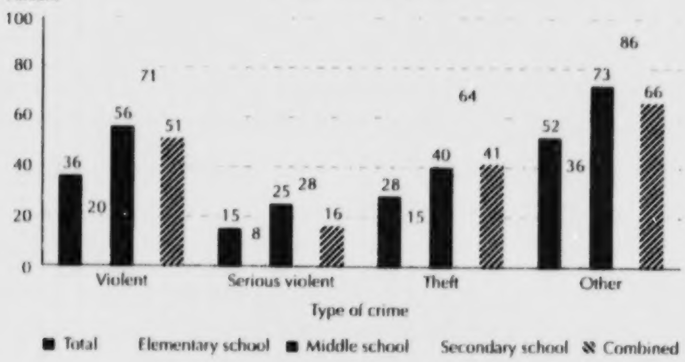
When examining violent incidents by the location of public schools, city schools were more likely than urban fringe schools to experience or report to the police at least one violent incident during the 1999–2000 school year (figure 7.3 and tables 7.1 and 7.2). Seventy-seven percent of urban schools had one or more violent incidents and 44 percent reported one or more incidents to the police, compared with 67 and 35 percent, respectively, of urban fringe schools. Rural schools were the least likely to report one or more violent incidents to the police (28 percent vs. 35–44 percent for public schools in urban fringe and city areas).

Figure 7.1. Percentage of public schools with various types of crime and percentage of public schools that reported various types of crime to the police, by school level: 1999–2000

With various types of crime



Reported to the police



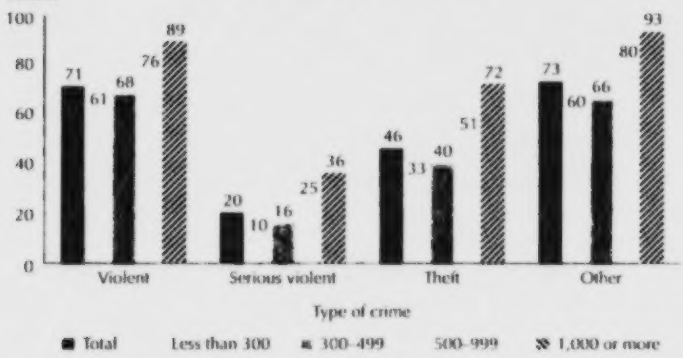
NOTE: Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

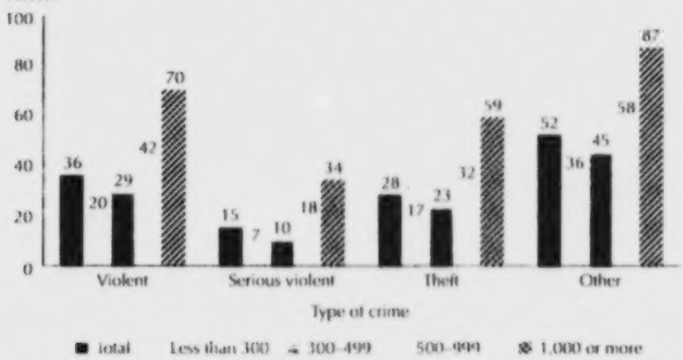
BEST COPY AVAILABLE

Figure 7.2. Percentage of public schools with various types of crime and percentage of public schools that reported various types of crime to the police, by enrollment: 1999–2000

With various types of crime



Reported to the police

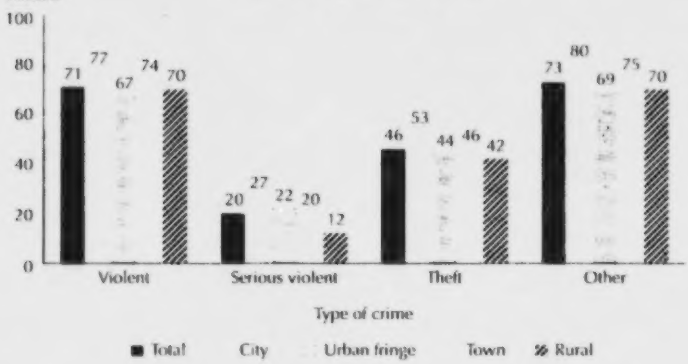


NOTE: Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities.

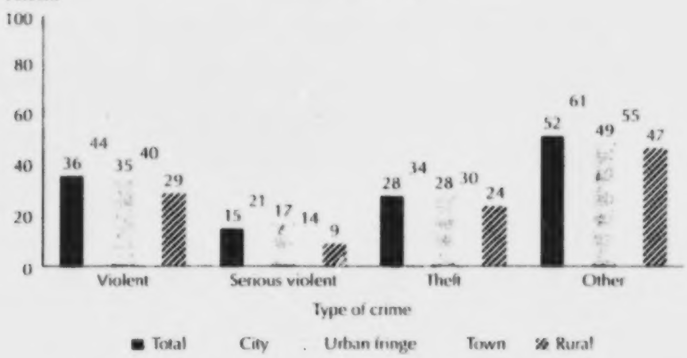
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

Figure 7.3. Percentage of public schools with various types of crime and percentage of public schools that reported various types of crime to the police, by urbanicity: 1999–2000

With various types of crime



Reported to the police



NOTE: Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

Indicator 8

SERIOUS DISCIPLINARY ACTIONS TAKEN BY PUBLIC SCHOOLS

About 54 percent of public schools took a serious disciplinary action in the 1999–2000 school year. Of those disciplinary actions, 83 percent were suspensions lasting 5 days or more, 11 percent were removals with no services (i.e., expulsions), and 7 percent were transfers to specialized schools.

The extent to which schools remove students from regular instruction as a result of crime and violence has important consequences for student instruction. In the School Survey on Crime and Safety, public school principals were asked to report the number of disciplinary actions taken during the 1999–2000 school year for specific offenses that were not academic infractions.

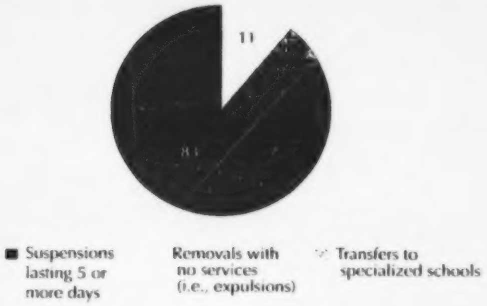
About 54 percent of public schools took at least one serious disciplinary action, including suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools, for any of the offenses that occurred in the 1999–2000 school year (table 8.1). Altogether, about 1,163,000 actions were taken. Of those serious disciplinary actions, 83 percent were suspensions for 5 days or more, 11 percent were removals with no services, and 7 percent were transfers to specialized schools (figure 8.1 and table 8.1).

Two percent of all public schools took one or more serious disciplinary actions in response to the use of a firearm or explosive device, and 4 percent did so for the possession of such a device (figure 8.2 and table 8.1). Use of weapons other than firearms resulted in at least one serious disciplinary action in 5 percent of schools, while possession of weapons other than firearms led to a serious disciplinary action in 19 percent of schools.

Ten percent of all public schools took one or more serious disciplinary actions for the distribution of illegal drugs, and 20 percent for the possession or use of illegal drugs or alcohol. In 1999–2000, public schools took serious disciplinary actions for offenses such as fights (35 percent), threats (22 percent), insubordination (18 percent), and other non-academic infractions (14 percent).

This is a new indicator.

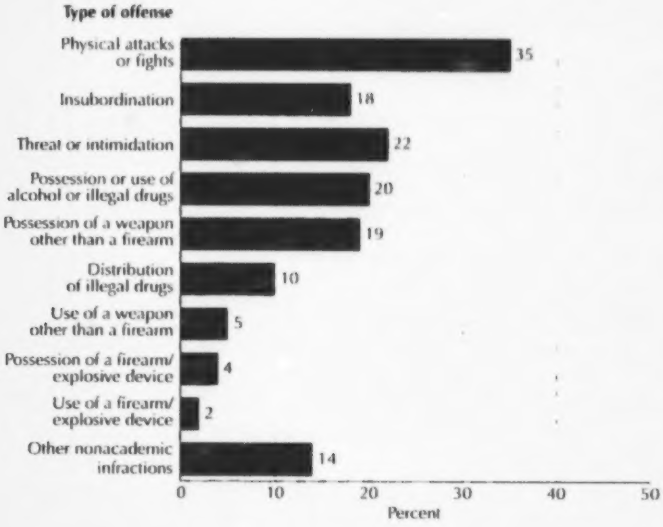
Figure 8.1. Percentage distribution of serious disciplinary actions taken by public schools according to type of action: 1999–2000



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

Figure 8.2. Percentage of public schools that took a serious disciplinary action for selected offenses, by type of offense: 1999–2000



NOTE: Serious disciplinary action includes suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

NONFATAL TEACHER VICTIMIZATION AT SCHOOL —TEACHER REPORTS

Indicator
9

NONFATAL TEACHER VICTIMIZATION AT SCHOOL

From 1997 to 2001, teachers were the victims of approximately 1.3 million nonfatal crimes at school, including 817,000 thefts and 473,000 violent crimes.

Students are not the only victims of crime at school. Teachers are also targets of violence and theft in schools. In addition to the personal toll that violence may take on teachers, those who worry about their safety may have difficulty teaching and may leave the profession altogether (Elliott, Hamburg, and Williams 1998). Information on the number of crimes against teachers at school can help show the extent of the problem. Estimates of teacher victimization are drawn from the National Crime Victimization Survey, which obtains information about the occupation of survey respondents. These events are not limited to offenses committed by students; offenses committed by others against teachers at school are also included.

Over the 5-year period from 1997 to 2001, teachers were the victims of approximately 1.3 million nonfatal crimes at school, including 817,000 thefts and 473,000 violent crimes (rape or sexual assault, robbery, aggravated assault, and simple assault) (table 9.1). Among the violent crimes against teachers during this 5-year period, there were about 48,000 serious violent crimes (accounting for 10 percent of the violent crimes), including rape or sexual assault, robbery, and aggravated assault. On average, these figures translate into a rate of 21 violent crimes per 1,000 teachers, and 2 serious violent crimes per 1,000 teachers annually.[4]

During the 5-year period, the annual rate of violent victimization for teachers varied according to their sex and their instructional level (figure 9.1 and table 9.1). Over the 5-year period from 1997 to 2001, male teachers were more likely than female teachers to be victims of violent crimes (39 vs. 16 crimes per 1,000 teachers). Also, senior high school and middle/junior high school teachers were more likely than elementary school teachers to be victims of violent crimes (31 and 33 vs. 12 violent crimes per 1,000 teachers, respectively).

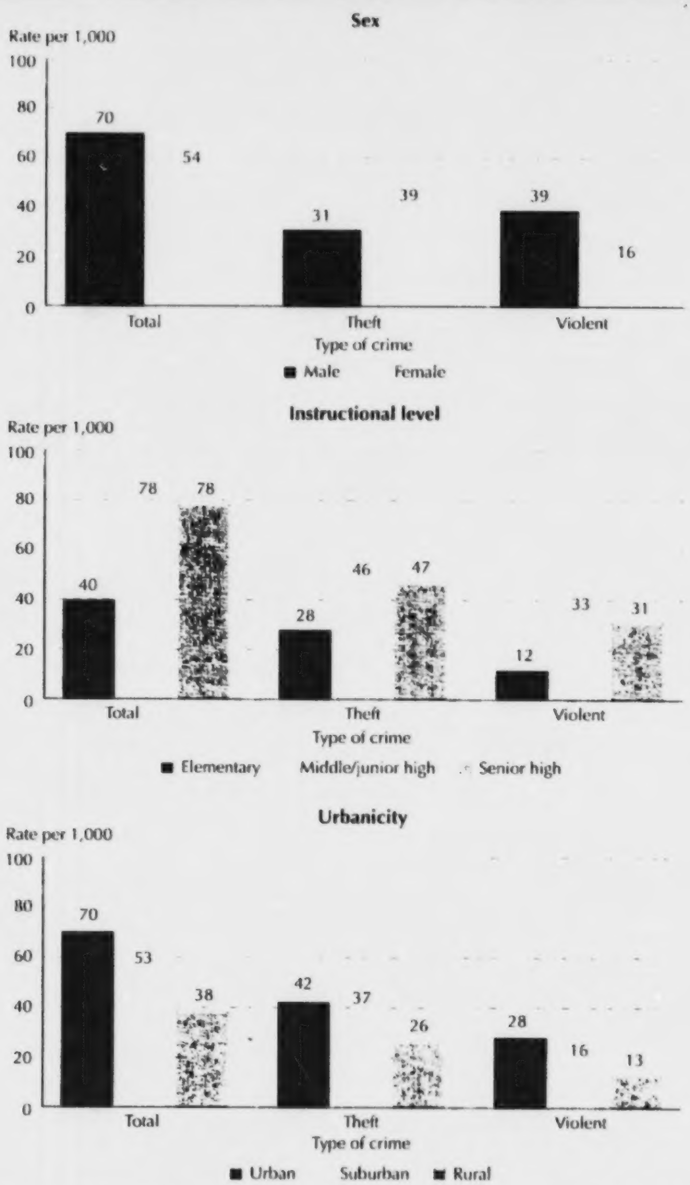
Teachers in urban areas were more vulnerable to violent crime victimization at school than others. For example, annually over the 5-year period, urban teachers were more likely than rural and suburban teachers to be victims of violent crimes (28 vs. 13 and 16 crimes, respectively, per 1,000 teachers). Teachers in urban areas were more likely than those in rural areas to experience theft at school (42 and 26 crimes per 1,000 teachers, respectively).

This indicator has been updated to include 2001 data.

---

[4] The average annual rate is the sum of all teacher victimizations across the 5 years divided by the sum of all teachers over those years, multiplied by 1,000.

Figure 9.1. Average annual rate of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and selected teacher and school characteristics: 1997–2001



NOTE: Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, at the work site, or while working. For thefts, "while working" was not considered, since thefts of teachers' property kept at school can occur when teachers are not present. The data were aggregated from 1997–2001 due to the small number of teachers in each year's sample. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1997–2001.

BEST COPY AVAILABLE

Indicator 10

TEACHERS THREATENED WITH INJURY OR ATTACKED BY STUDENTS

Teachers in central city schools were more likely than their peers in urban fringe or rural schools to be threatened with injury or physically attacked.

Some of the offenses against teachers are committed by students. Data on the extent to which students make threats or physically attack elementary and secondary teachers can provide a snapshot of this problem. In the Schools and Staffing Survey, teachers were asked whether they had been threatened with injury or physically attacked by a student in the previous 12 months. The survey results indicate that a smaller percentage of elementary and secondary school teachers were threatened with injury by a student at their school in the 1999–2000 school year than in the 1993–94 school year (9 vs. 12 percent) (table 10.1). No difference was detected in the percentage of teachers physically attacked by a student in the 1999–2000 school year compared to the 1993–94 school year (4 percent) (table 10.2).

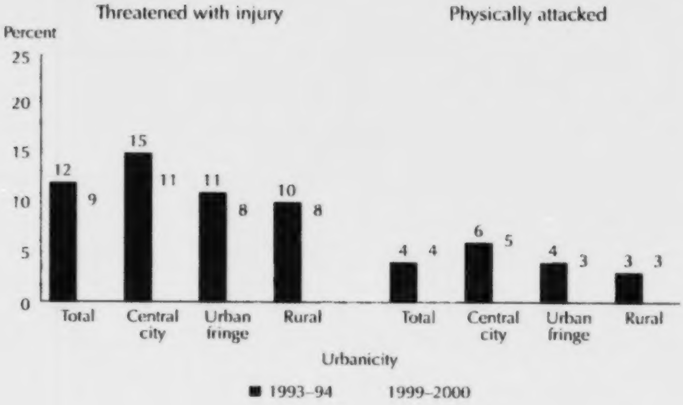
In 1999–2000, few differences could be detected in the likelihood of teachers being victimized by students according to teachers' race/ethnicity (tables 10.1 and 10.2). One such difference was that Black teachers were more likely to be threatened than White teachers in 1999–2000 (12 vs. 9 percent).

In both survey years, teachers in central city schools were more likely to be threatened with injury or physically attacked than teachers in urban fringe or rural schools (figure 10.1 and tables 10.1 and 10.2). For example, in 1999–2000, 11 percent of teachers in central city schools had been threatened with injury by students, compared with 8 percent each in urban fringe and rural schools. Five percent of teachers in central city schools had been attacked by students, while 3 percent each of teachers in urban fringe and rural schools had experienced such attacks.

In 1999–2000, teachers' reports of being victimized or attacked by a student varied according to the level and sector of their school. Secondary school teachers were more likely than elementary school teachers to have been threatened with injury by a student (10 vs. 8 percent); however, secondary school teachers were less likely to have been physically attacked (2 vs. 6 percent). Public school teachers were more likely than private school teachers to be victimized by students in school (figure 10.2 and tables 10.1 and 10.2): 10 percent of public school teachers had been threatened with injury, compared with 4 percent of private school teachers. Likewise, 4 percent of public school teachers and 2 percent of private school teachers had been physically attacked by students. Among teachers in central city schools, those at public schools were four times more likely to be targets of threats of injury than their colleagues in private schools (14 vs. 3 percent) and about three times more likely to be targets of attacks (6 vs. 2 percent).

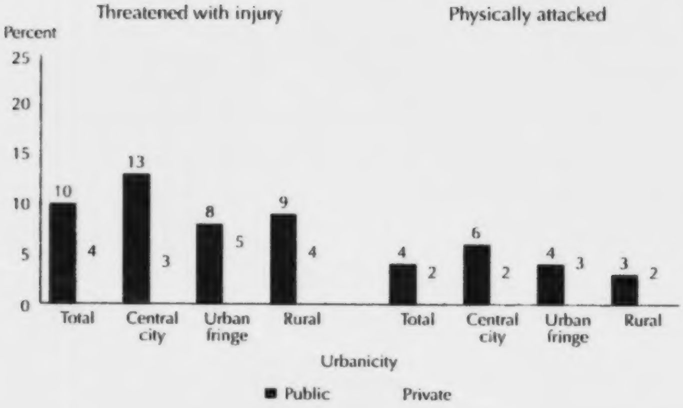
This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

Figure 10.1. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by urbanicity: 1993–94 and 1999–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public, Private, and Charter Teacher and School Surveys," 1993–94 and 1999–2000.

Figure 10.2. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by urbanicity and school sector: 1999–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public, Private, and Charter Teacher and School Surveys," 1993–94 and 1999–2000.

SCHOOL ENVIRONMENT

Indicator 11

STUDENTS CARRYING WEAPONS ON SCHOOL PROPERTY

Between 1993 and 2001, the percentage of students in grades 9–12 who reported carrying a weapon anywhere and at school declined.

The presence of weapons at school can create an intimidating and threatening atmosphere, making teaching and learning difficult (Ingersoll and LeBoeuf 1997). The percentage of students who report that they carry a gun or other weapon on school property is an indicator of the breadth of the problem of weapons at school. In the Youth Risk Behavior Survey, students were asked if they had carried a weapon such as a gun, knife, or club in the past 30 days (referred to as "anywhere" in this analysis) or carried one of these weapons onto school property in the past 30 days. In 2001, 17 percent of students in grades 9–12 reported they had carried a weapon anywhere, and about 6 percent reported they had carried a weapon on school property (table 11.1).

Between 1993 and 2001, the percentage of students who reported carrying a weapon anywhere generally declined from 22 to 17 percent. Similarly, the percentage of students who carried a weapon at school also declined during this period—from 12 to 6 percent.

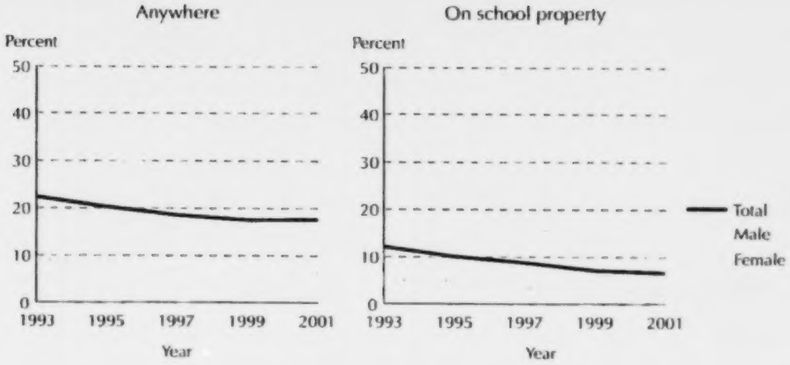
When looking at the types of students who carried weapons to school, the survey results show that in all years, males were at least two times more likely than females to carry a weapon—both anywhere and on school property (figure 11.1 and table 11.1). For example, in 2001, 10 percent of males carried a weapon on school property, compared with 3 percent of females.

For most survey years, the likelihood of students reporting that they carried a weapon anywhere was inversely related to their grade level: students in lower grades were more likely to report that they did so than their peers in higher grades in all survey years except in 1999, at which time no such relationship was found (figure 11.2 and table 11.1). However, no consistent pattern could be detected by grade level for students who reported carrying a weapon at school in almost all of the survey years.

In 2001, there were some differences in the percentages of students carrying weapons anywhere and on school property according to students' race/ethnicity. Although there appear to be large differences in the prevalence of carrying weapons among students of various racial/ethnic groups, some of these estimates are associated with large standard errors and should be interpreted with caution.

This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

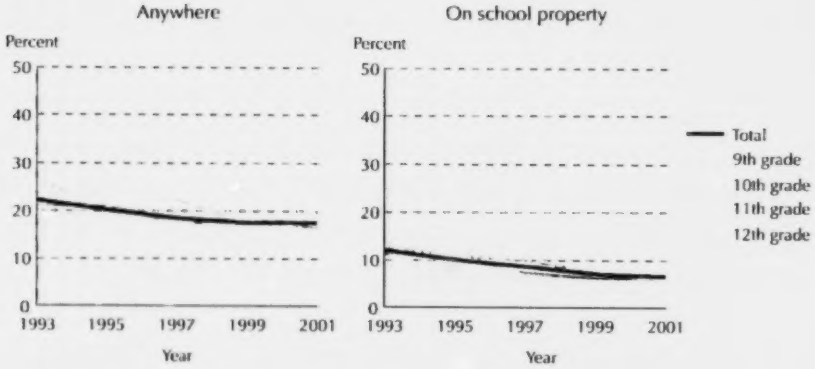
Figure 11.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by sex: Selected years 1993–2001



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Figure 11.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by grade: Selected years 1993–2001



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

BEST COPY AVAILABLE

Indicator
12

STUDENTS' PERCEPTIONS OF PERSONAL SAFETY AT SCHOOL OR ON THE WAY TO AND FROM SCHOOL AND AWAY FROM SCHOOL

In both 1999 and 2001, students were more likely to be afraid of being attacked at school or on the way to and from school than away from school.

School violence can make students fearful and affect their readiness and ability to learn. Concerns about vulnerability to attacks also have a detrimental effect on the school environment (Elliott, Hamburg, and Williams 1998). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often they were afraid of attack[5] "at school or on the way to and from school" and "away from school" during the previous 6 months. Between 1999 and 2001, there was no change detected in the percentage of students who felt unsafe at school or on the way to and from school (table 12.1). However, between 1995 and 1999, there was a decrease in the percentage of students who felt unsafe. In 2001, 6 percent of students ages 12–18 reported that they sometimes or most of the time were fearful about their safety at school compared with 12 percent in 1995. Away from school in 2001, 5 percent of students feared being attacked.

In both 1999 and 2001, Black and Hispanic students were more likely than White students to fear for their safety at school or on the way to and from school and away from school (figures 12.1 and 12.2 and table 12.1). In all survey years, students in lower grades were generally more likely than students in higher grades to fear such attacks at school or on the way to and from school. For example, in 2001, 11 percent of 6th-graders, 6 percent of 9th-graders, and 3 percent of 12th-graders feared for their safety at school or on the way to and from school.

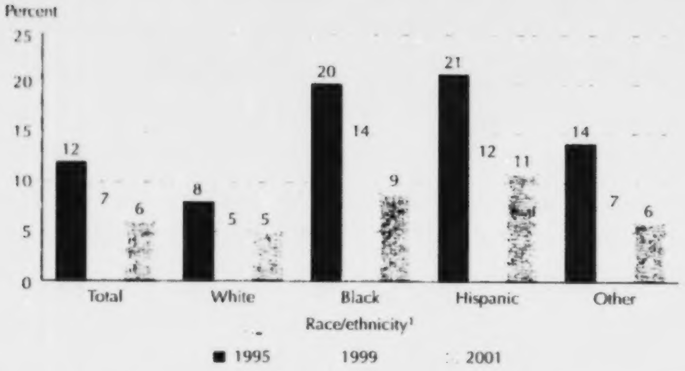
The location of the school was also related to the extent to which students feared attack: students in urban schools were more likely than students in suburban and rural schools to fear being attacked at school or on the way to and from school in all three survey years. In the most recent survey year, 10 percent of students in urban schools feared being attacked at school, compared with 5 percent of their counterparts in suburban and 6 percent in rural schools.

This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

---

[5] In 1995 and 1999, students reported fear of "attack or harm" at school or on the way to and from school during the previous 6 months. In 2001, students reported fear of "attack or threat of attack" at school or on the way to and from school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way.

Figure 12.1. Percentage of students ages 12–18 who reported being afraid at school or on the way to and from school during the previous 6 months, by race/ethnicity: 1995, 1999, and 2001

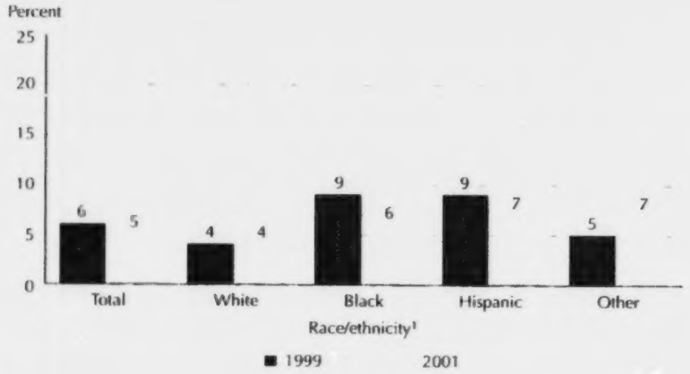


¹Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

NOTE: In 1995 and 1999, students reported fear of "attack or harm" at school or on the way to and from school during the previous 6 months. In 2001, students reported fear of "attack or threat of attack" at school or on the way to and from school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995, 1999, and 2001.

Figure 12.2. Percentage of students ages 12–18 who reported being afraid away from school during the previous 6 months, by race/ethnicity: 1999 and 2001



¹Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

NOTE: In 1999, students reported fear of "attack or harm" at school or on the way to and from school during the previous 6 months. In 2001, students reported fear of "attack or threat of attack" at school or on the way to and from school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way. Fear of attack away from school was not collected in 1995.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 and 2001.

Indicator 13

STUDENTS' REPORTS OF AVOIDING PLACES IN SCHOOL

In 2001, 6th-grade students and urban students were more likely to avoid places in school than 12th-grade students and students from suburban and rural areas, respectively.

School crime may lead students to perceive specific areas at school as unsafe. In trying to ensure their own safety, they begin to avoid these areas (Ingersoll and LeBoeuf 1997). Changes in the percentage of students avoiding certain areas in school may be a good barometer of how safe schools are, at least in the minds of those who attend them. In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether they had avoided certain places in school—such as the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building—during the previous 6 months. This indicator provides estimates of those students who responded that they avoided at least one of these places.

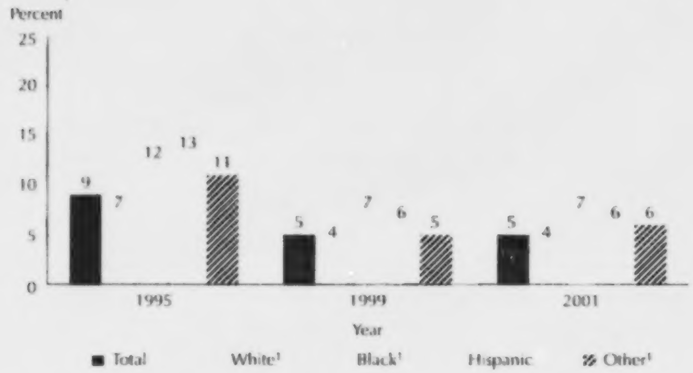
No difference could be detected in the percentage of students who avoided one or more places in school between 1999 and 2001 (5 percent in both years) (table 13.1). Between 1995 and 1999, the percentage of students ages 12–18 who avoided one or more places in school decreased from 9 to 5 percent.

In all survey years, both Black and Hispanic students were more likely than White students to report avoiding specific places in school (figure 13.1 and table 13.1). In 2001, for example, 4 percent of White students reported avoiding certain areas, compared with 7 percent of Black students and 6 percent of Hispanic students.

In the most recent survey year, students' avoidance of certain places in school differed according to their grade level and the location of their school. Grade level was inversely associated with the likelihood of avoiding places at school. In 2001, 7 percent of 6th-graders and 3 percent of 12th-graders avoided certain areas in school. In the same year, students in urban areas were the most likely to avoid specific places in school (figure 13.2 and table 13.1): 6 percent of urban students reported that they had done so, compared with 4 percent each of suburban and rural students.

This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

Figure 13.1. Percentage of students ages 12–18 who reported that they avoided one or more places in school during the previous 6 months, by race/ethnicity: 1995, 1999, and 2001

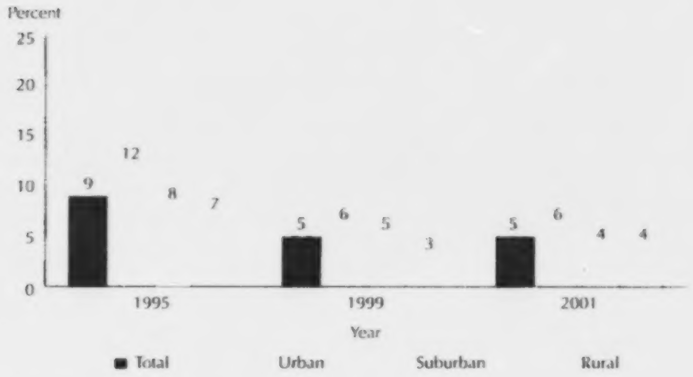


¹Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin.

NOTE: Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. See appendix A for details on changes to the questionnaire among survey years.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995, 1999, and 2001.

Figure 13.2. Percentage of students ages 12–18 who reported that they avoided one or more places in school during the previous 6 months, by urbanicity: 1995, 1999, and 2001



NOTE: Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. See appendix A for details on changes to the questionnaire among survey years.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995, 1999, and 2001.

BEST COPY AVAILABLE

Indicator
14

STUDENTS' REPORTS OF BEING CALLED HATE-RELATED WORDS AND SEEING HATE-RELATED GRAFFITI

In 2001, 12 percent of students ages 12–18 reported that someone at school had used hate-related words against them, and more than one-third of students (36 percent) saw hate-related graffiti at school.

A student's exposure to hate-related words or symbols at school may increase that student's feeling of vulnerability. Discriminatory behavior in schools can create a hostile environment that is not conducive to learning (McLaughlin and Brilliant 1997). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if someone at school called them a derogatory word having to do with race, religion, ethnicity, disability, gender, or sexual orientation during the previous 6 months. In the 2001 administration of the survey, they were then asked to specify the characteristic to which the hate-related word was directed. In 2001, 12 percent of students ages 12–18 reported that someone at school had used hate-related words against them (figure 14.1 and table 14.1). Four percent of respondents reported that the hate-related words concerned their race, about 3 percent each reported that the hate-related words concerned their ethnicity or gender, and between 1 and 2 percent each reported that the words were related to their religion, disability, or sexual orientation.

Students were also asked if they had seen hate-related graffiti at their school—that is, hate-related words or symbols written in classrooms, bathrooms, hallways, or on the outside of the school building. In both 1999 and 2001, more than one-third (36 percent) of students saw hate-related graffiti at school (table 14.2).

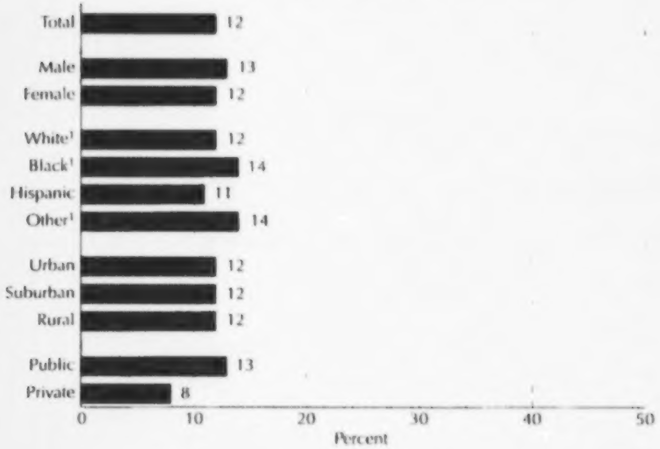
In 2001, there were differences across sex and race/ethnicity in students' experience being called specific types of hate-related words (tables 14.1 and 14.2). For example, females were more likely to report gender-related hate words than males (4 percent of females vs. 1 percent of males). Whites were less likely to report race-related hate words than students of other race/ethnicities (3 percent of Whites compared to 8 percent of Blacks, 5 percent of Hispanics, and 10 percent of students of other races).

Students in public schools were more likely than students in private schools to report being called hate-related words or seeing hate-related graffiti in 2001. Specifically, public school students were more likely to report exposure to hate words related to their race, ethnicity, or disability.

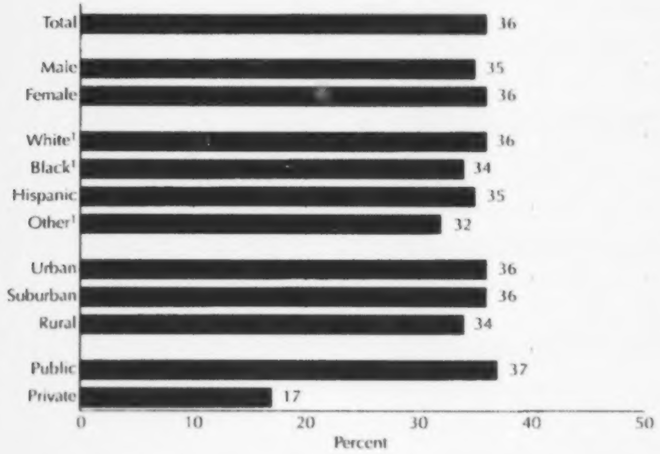
This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

Figure 14.1. Percentage of students ages 12–18 who reported being targets of hate-related words or who saw hate-related graffiti at school during the previous 6 months, by student and school characteristics: 2001

Hate-related words



Hate-related graffiti



[1] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin.

NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Indicator
15

STUDENTS' REPORTS OF GANGS AT SCHOOL

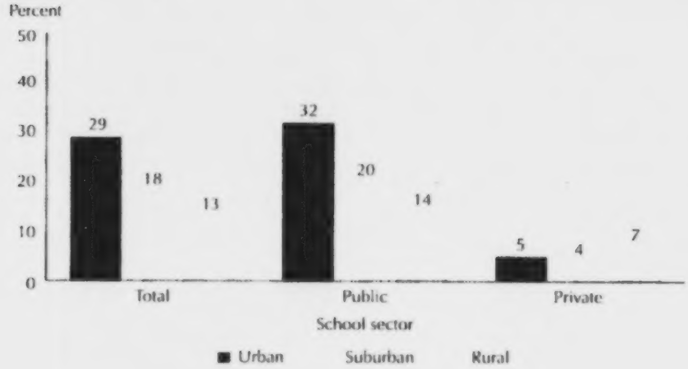
In 2001, students ages 12–18 in urban schools were the most likely to report the presence of street gangs at their school, followed by suburban students and rural students.

Street gangs are organized groups that are often involved in drugs, weapons trafficking, and violence. The presence of street gangs in school can be very disruptive to the school environment because they may not only create fear among students but also increase the level of violence in school (Laub and Lauritsen 1998). In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked if street gangs are present in their schools. In 2001, 20 percent of students reported that there were gangs at their schools (table 15.1). Students in urban schools were the most likely to report the presence of street gangs at their school (29 percent), followed by suburban students and rural students, who were the least likely to do so (18 and 13 percent, respectively).

Hispanic and Black students were more likely than White students to report the existence of street gangs in their schools in 2001 (32 and 29 percent, respectively, vs. 16 percent). This pattern also held among students in urban schools and suburban schools. Students in public schools were more likely to report the presence of street gangs than students in private schools (figure 15.1 and table 15.1). In 2001, 22 percent of students in public schools reported that there were street gangs in their schools, compared with 5 percent in private schools.

This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

Figure 15.1. Percentage of students ages 12–18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and school sector: 2001



NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

BEST COPY AVAILABLE

Indicator
16

DISCIPLINE PROBLEMS REPORTED BY PUBLIC SCHOOLS

In 1999–2000, more than one-quarter (29 percent) of public schools reported daily or weekly student bullying.

Discipline problems in a school may contribute to an overall environment in which violence and crime may occur. In the School Survey on Crime and Safety, school principals were asked how often certain disciplinary problems occur. Behaviors discussed in this indicator include racial tensions, bullying, student verbal abuse of teachers, widespread classroom disorder, and student acts of disrespect for teachers that happened daily or once a week. If gang or cult activities happened at all in the school, they were included as problematic.

In 1999–2000, more than one-quarter (29 percent) of public schools reported daily or weekly student bullying (table 16.1). Among the other discipline problems reported, 19 percent of public schools reported student acts of disrespect for teachers, 13 percent reported student verbal abuse of teachers, and 3 percent reported student racial tensions and widespread disorder in classrooms. Furthermore, 19 percent of public schools reported undesirable gang activities and 7 percent of schools reported undesirable cult or extremist activities occurred at some point in time during the 1999–2000 school year.

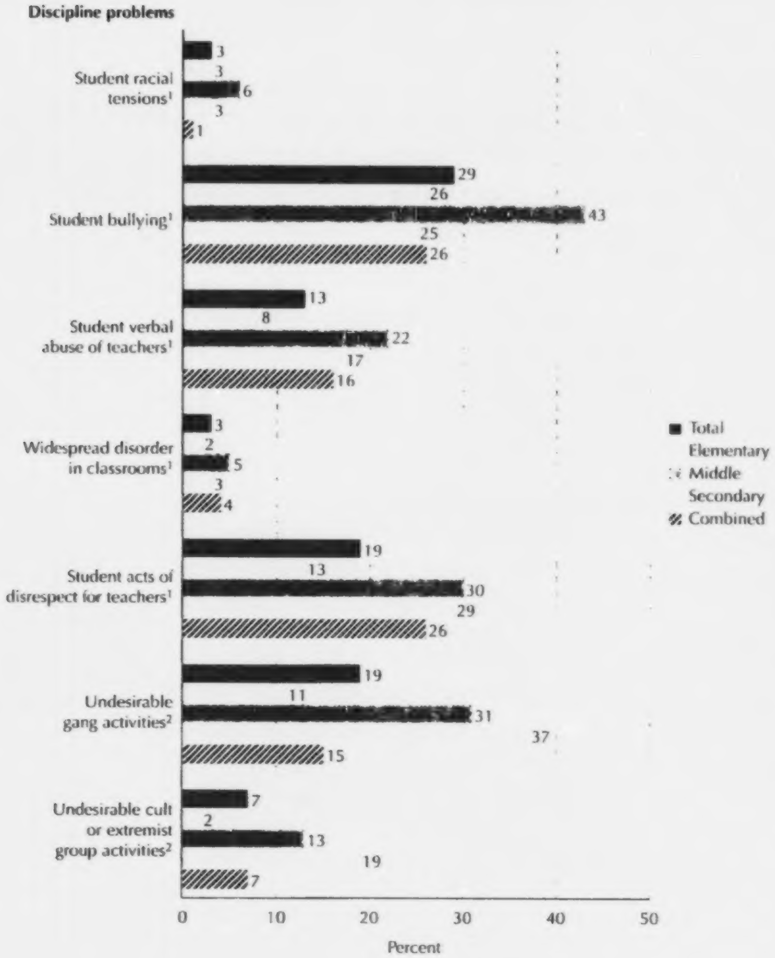
Discipline problems reported by public schools varied by school characteristics. For example, middle schools were more likely than elementary and secondary schools to report racial tensions, bullying, verbal abuse of teachers, and widespread disorder in classrooms (figure 16.1 and table 16.1). Middle schools were more likely than elementary schools, but less likely than high schools to report gang or extremist cult activity.

The prevalence of discipline problems was positively related to school size. As school enrollment increased, so did the likelihood of schools reporting each discipline problem at their school except widespread disorder in the classroom—which was reported by relatively few principals (less than 5 percent at all enrollment levels). Twenty-six percent of principals at schools with 1,000 or more students reported student verbal abuse of teachers, compared to 14 percent of schools with 500–999 students, 10 percent of schools with 300–499 students, and 7 percent of schools with less than 300 students.

Schools that had one or more violent incidents occur at their school were more likely to report each of the disciplinary problems discussed above, than those schools with no violent incidents. For example, 34 percent of schools with one or more violent incidents reported that bullying happened at least once a week, compared with 17 percent of schools with no violent incidents.

This is a new indicator.

Figure 16.1. Percentage of public schools that reported selected discipline problems, by school level: 1999–2000



[1] Includes schools that reported the activity happens either once a week or daily.

[2] Includes schools that reported the activity has happened at all at their school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

Indicator
17

STUDENTS' USE OF ALCOHOL

In 2001, 47 percent of students in grades 9–12 had at least one drink of alcohol anywhere in the 30 days before being surveyed and 5 percent had at least one drink on school property.

The consumption of alcohol by students on school property, a crime in itself, may lead to other crimes and misbehavior on the part of students. It may also lead to a school environment that is harmful to students, teachers, and staff (Fagan and Wilkinson 1998). In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had consumed alcohol at all in the past 30 days (referred to as "anywhere" in this analysis) and if they had consumed alcohol on school property. In 2001, 47 percent of students had consumed at least one drink of alcohol anywhere in the 30 days before being surveyed, and a smaller percentage (5 percent) had consumed at least one drink on school property (table 17.1). When examining students' reports of drinking between 1993 and 2001, no consistent patterns of increase or decrease were found in the percentage of students who had consumed alcohol, both anywhere and on school property.

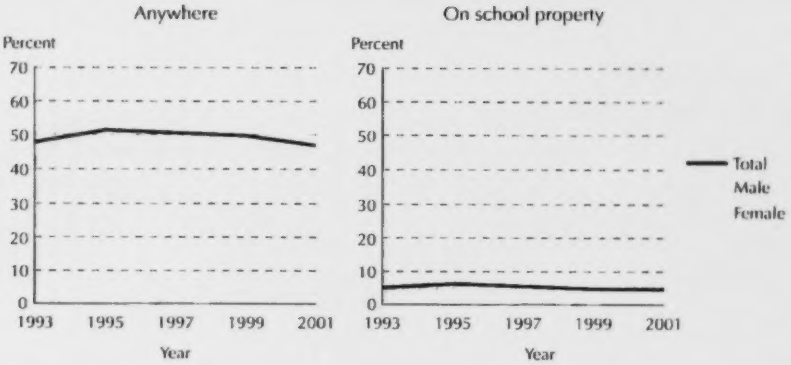
In every survey year except 1995, males were more likely than females to have used alcohol anywhere (figure 17.1 and table 17.1). Furthermore, in every survey year, males were more likely than females to use alcohol on school property. For example, in 2001, 6 percent of males had reported using alcohol on school property, compared with 4 percent of females.

Grade level was positively associated with the likelihood that students reported drinking alcohol anywhere in every survey year: students in higher grades were more likely to report drinking alcohol anywhere than students in lower grades (figure 17.2 and table 17.1). However, no such relationship was found across grade levels for students' reports of drinking alcohol on school property.

In 2001, Asian and Black students were less likely to use alcohol anywhere than American Indian, Pacific Islander, White, and Hispanic students. Roughly one-third of Asian (28 percent) and Black (33 percent) students reported using alcohol anywhere, compared with about one-half (between 45 and 52 percent) of students in other racial/ethnic groups. While there also appear to be differences by race/ethnicity in students' use of alcohol on school property, few differences could be detected due to large standard errors associated with these estimates.

This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

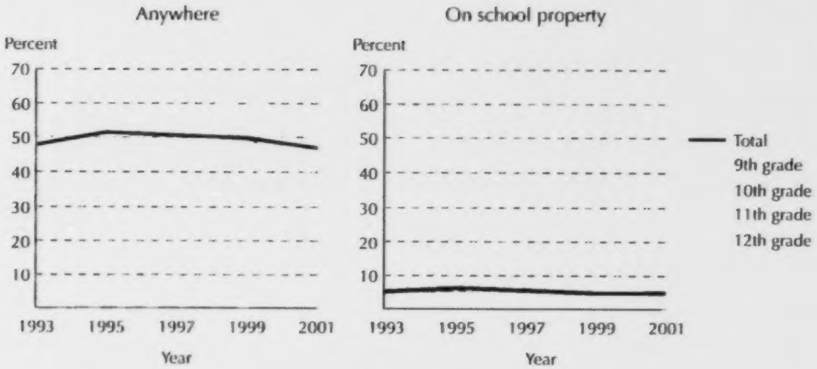
Figure 17.1. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by sex: Selected years 1993–2001



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Figure 17.2. Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by grade: Selected years 1993–2001



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

BEST COPY AVAILABLE

Indicator
18

STUDENTS' USE OF MARIJUANA

In 2001, 24 percent of students in grades 9–12 reported using marijuana anywhere during the last 30 days and 5 percent of students reported using marijuana on school property.

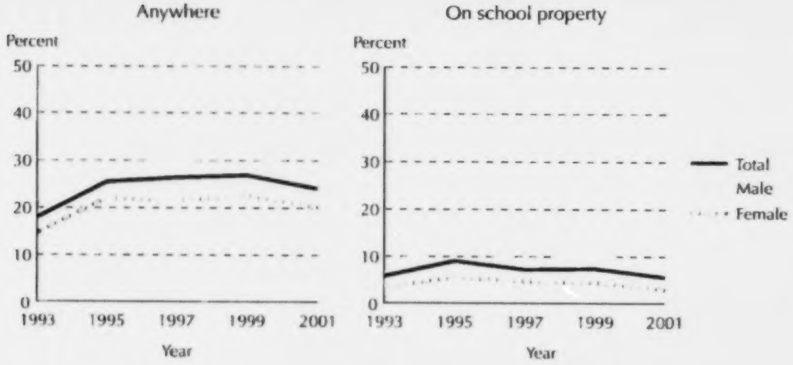
The use of drugs, such as marijuana, at school may lead to a school environment that is harmful to students, teachers, and school administrators. In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had used marijuana at all in the past 30 days (referred to as "anywhere" in this analysis) and whether they had used marijuana on school property. In 2001, about one-quarter (24 percent) of students in grades 9–12 reported using marijuana anywhere during the last 30 days, whereas 5 percent of students reported using marijuana on school property (table 18.1). Overall, no consistent patterns of increase or decrease were found in the percentage of students who had used marijuana between 1993 and 2001, both anywhere and on school property.

Both students' sex and grade level were associated with students' use of marijuana at school. Males were more likely than females to have used marijuana in every survey year, both anywhere and on school property (figure 18.1 and table 18.1). For example, in 2001, 8 percent of males and 3 percent of females reported using marijuana on school property. In that same year, students in lower grades were less likely than students in higher grades to report using marijuana anywhere (figure 18.2 and table 18.1). However, no corresponding difference could be detected in students' use of marijuana on school property according to grade in school—between 5 and 6 percent of students in grades 9–12 reported such use.

In 2001, Asian students were less likely than students of all other race/ethnicities to report using marijuana anywhere. However, few differences could be found among these groups for students' marijuana use at school. One such difference was that American Indian/Alaska Native students were more likely than students of all other race/ethnicities to report marijuana use at school in 2001. However, there was no difference detected in American Indian/Alaska Native students' use of marijuana at school between 1999 and 2001. While students from various racial/ethnic groups appear to differ in their use of marijuana, these estimates are associated with large standard errors and should be interpreted with caution.

This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

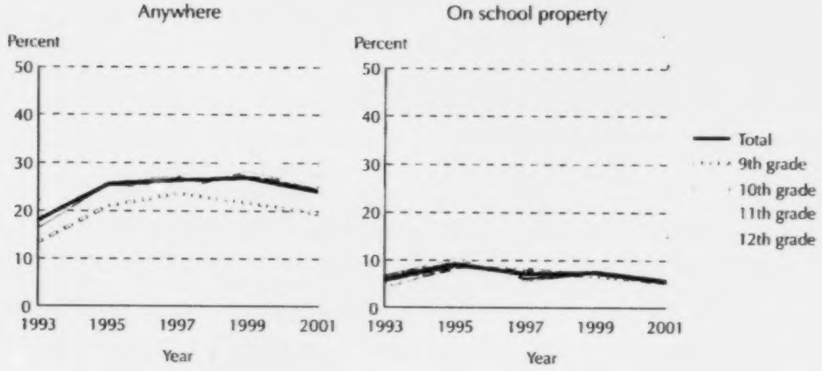
Figure 18.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by sex: Selected years 1993–2001



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Figure 18.2. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by grade: Selected years 1993–2001



NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Indicator 19

STUDENTS' REPORTS OF DRUG AVAILABILITY ON SCHOOL PROPERTY

In 2001, 29 percent of all students in grades 9–12 reported that someone had offered, sold, or given them an illegal drug on school property in the 12 months before the survey.

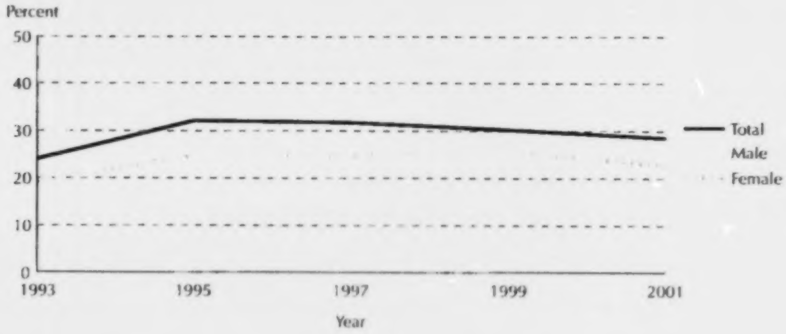
The availability of drugs on school property has a disruptive and corrupting influence on the school environment (Nolin et al. 1997). In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether someone had offered, sold, or given them an illegal drug on school property in the 12 months before the survey. In 2001, 29 percent of all students in grades 9–12 reported that drugs were made available to them on school property (table 19.1). No consistent patterns of increase or decrease were found in the percentage of students who had reported that drugs were made available to them from 1993 to 2001, with between 24 and 32 percent of students reporting that this occurred in each survey year.

Males were more likely than females to report that drugs were offered, sold, or given to them on school property in each survey year (figure 19.1 and table 19.1). For example, in 2001, 35 percent of males reported the availability of drugs, while 23 percent of females did so.

In 1999 and 2001, students' racial/ethnic backgrounds were examined in relation to whether they reported having illegal drugs offered, sold, or given to them on school property (figure 19.2 and table 19.1). In 2001, Black and Asian students were less likely than Hispanic, Hawaiian/Pacific Islanders and students of multiple race/ethnicities to report that drugs were made available to them. While there appear to be other differences among students in various racial/ethnic groups, these estimates are associated with large standard errors and should be interpreted with caution.

This indicator repeats information from the 2002 Indicators of School Crime and Safety *report.*

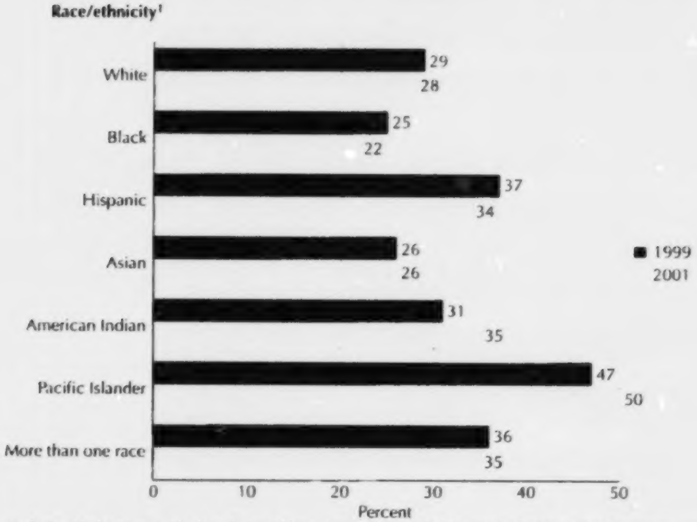
Figure 19.1. Percentage of students in grades 9–12 who reported drugs were made available to them on school property during the previous 12 months, by sex: Selected years 1993–2001



NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Figure 19.2. Percentage of students in grades 9–12 who reported drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 1999 and 2001



[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1999 and 2001.

BEST COPY AVAILABLE

SUPPLEMENTAL TABLES

Table 1.1. Number of school-associated violent deaths occurring at school and away from school: 1992–2002

Year	Total student, staff, and nonstudent school-associated violent deaths	Homicides of youth ages 5–19		Suicides of youth ages 5–19	
		Homicides[2] at school	Homicides[2] away from school	Suicides[2] at school	Suicides[3] away from school
Total 1992–2000	390	234	24,406	43	16,735
1992–93	57	34	3,583	6	2,199
1993–94	48	29	3,806	7	2,263
1994–95	48	28	3,546	7	2,220
1995–96	53	32	3,303	6	2,113
1996–97	48	28	2,950	1	2,108
1997–98	57	34	2,728	6	2,055
1998–99	47	33	2,366	4	1,855
1999–2000	32[4]	16[4]	2,124	6[4]	1,922
2000–01	27[4]	10[4]	2,045	5[4]	—
2001–02	31[4]	14[4]	—	3[4]	—

—Not available.

[1] School-associated violent deaths include a homicide, suicide, legal intervention, or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims included students, staff members, and other nonstudents. Total school-associated violent deaths include: in 1992–93, 47 homicides and 10 suicides; 1993–94, 38 homicides and 10 suicides; 1994–95, 39 homicides, 8 suicides, and 1 unintentional death; 1995–96, 46 homicides, 6 suicides, and 1 legal intervention; 1996–97, 45 homicides, 2 suicides, and 1 legal intervention; 1997–98, 47 homicides, 9 suicides, and 1 legal intervention; 1998–99, 38 homicides, 6 suicides, 2 legal intervention, and 1 unintentional death; 1999–2000, 24 homicides and 8 suicides; 2000–01, 20 homicides, 6 suicides, and 1 legal intervention; 2001–02, 23 homicides, 7 suicides, and 1 legal intervention.

[2] Youth ages 5–19 from July 1, 1992 to June 30, 2002.

[3] Youth ages 5–19 in the calendar year from 1993 to 2002.

[4] Data are preliminary and subject to change.

NOTE: "At school" includes on school property, on the way to or from school, and while attending or traveling to or from a school-sponsored event.

SOURCE: Data on homicides and suicides of youth ages 5–19 at school and total school-associated violent deaths from the Centers for Disease Control and Prevention (CDC), 1992–2002 School-Associated Violent Deaths Surveillance System, previously unpublished tabulation (August 2003); data on suicides of youth ages 5–19 from the CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System (WISQARS™) (2003). Retrieved August 2003 from *http://www.cdc.gov/ncipc/wisqars/*; and data on homicides of youth ages 5–19 away from school for the 1992–93 through 2000–01 school year from the Bureau of Justice Statistics, preliminary data (October 2003).

Table 2.1. Number of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992–2001

	1992				1993				1994			
Student characteristics	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	3,409,200	2,260,500	1,148,600	245,400	3,795,200	2,357,000	1,438,200	306,700	3,795,500	2,371,500	1,424,000	322,400
Sex												
Male	2,058,400	1,278,000	780,400	183,200	2,168,000	1,275,100	892,900	180,200	2,109,600	1,265,600	844,000	200,600
Female	1,350,700	982,500	368,200	62,200	1,627,200	1,081,900	545,300	126,500	1,685,800	1,105,800	580,000	121,700
Age												
12–14	1,858,900	1,134,200	724,700	172,000	2,123,200	1,241,100	882,100	182,400	2,140,000	1,246,500	893,400	201,800
15–18	1,550,300	1,126,400	423,900	73,300	1,672,100	1,115,900	556,100	124,300	1,655,500	1,124,900	530,600	120,600
Race/ethnicity[2]												
White	2,526,700	1,694,300	832,400	148,000	2,832,800	1,775,700	1,057,100	188,400	2,670,800	1,726,600	944,300	179,700
Black	443,300	262,300	181,000	71,500	507,800	300,600	207,200	88,100	552,800	320,100	232,700	60,000
Hispanic	299,200	191,300	107,900	25,900[3]	335,500	193,800	141,600	25,100	431,700	234,000	197,700	70,200
Other	111,600	95,300	16,300[3]	‡	90,700	64,200	26,500	5,100[3]	105,600	68,300	37,200	12,500[3]
Urbanicity												
Urban	883,000	572,300	310,700	95,600	967,200	557,100	410,200	100,700	978,200	534,800	443,400	140,300
Suburban	1,809,200	1,226,700	582,500	115,000	2,023,000	1,319,500	703,500	135,300	2,036,300	1,293,400	742,900	153,600
Rural	717,000	461,500	255,500	34,700[3]	804,900	480,500	324,500	70,700	780,900	543,300	237,700	28,500
Household income												
Less than $7,500	249,300	132,800	116,400	27,400[3]	253,600	105,900	147,700	27,900	185,000	90,600	94,400	40,400
$7,500–14,999	335,800	196,700	139,200	38,300[3]	340,100	205,000	135,100	36,400	322,100	202,300	119,800	15,900[3]
$15,000–24,999	415,200	199,700	215,600	53,100	489,000	266,500	222,500	36,000	494,900	312,400	182,500	44,100
$25,000–34,999	489,800	334,700	155,100	16,900[3]	684,300	471,100	213,200	36,600	572,200	313,500	258,700	55,100
$35,000–49,999	765,000	564,000	201,000	38,600[3]	670,900	418,500	252,400	58,200	741,500	473,500	268,000	50,500
$50,000–74,999	511,100	406,500	104,600	12,000[3]	639,300	430,800	208,500	43,200	668,000	421,300	246,700	53,300
$75,000 or more	382,300	252,000	130,300	31,000[3]	406,700	300,700	106,000	19,700[3]	438,900	314,500	124,400	19,800[3]

See notes at end of table.

BEST COPY AVAILABLE

Table 2.1. Number of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992–2001—Continued

	1995				1996				1997			
Student characteristics	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	3,467,900	2,177,900	1,290,000	222,500	3,163,000	2,028,700	1,134,400	225,400	2,721,200	1,666,000	1,055,200	201,800
Sex												
Male	1,995,600	1,216,200	779,400	144,800	1,802,200	1,046,100	756,100	148,200	1,555,500	878,300	677,200	133,100
Female	1,472,300	961,700	510,500	77,600	1,360,800	982,500	378,200	77,200	1,165,700	787,700	378,000	68,700
Age												
12–14	2,046,300	1,195,900	850,400	145,900	1,757,000	1,061,300	695,700	103,400	1,441,500	809,600	631,900	114,200
15–18	1,421,600	982,000	439,600	76,600	1,406,000	967,400	438,700	122,000	1,279,700	856,400	423,200	87,600
Race/ethnicity[2]												
White	2,512,200	1,594,400	917,800	123,000	2,240,700	1,451,500	789,200	114,600	1,925,100	1,170,200	754,900	122,900
Black	449,300	258,800	190,500	53,300	414,100	288,300	125,900	46,100	392,900	244,400	148,500	33,100[3]
Hispanic	373,500	222,200	151,300	36,900	383,300	205,400	178,000	52,600	280,100	163,200	116,900	36,300
Other	110,800	85,800	25,100	9,300[3]	116,500	77,600	38,900	12,100[3]	106,900	84,200	22,700[3]	5,300[3]
Urbanicity												
Urban	890,000	547,900	342,000	95,200	913,300	548,500	364,800	102,300	791,100	478,000	313,100	89,000
Suburban	1,907,600	1,197,800	709,800	93,400	1,693,900	1,066,800	627,100	101,400	1,470,500	867,000	603,500	101,900
Rural	670,300	432,200	238,100	33,800	555,900	413,400	142,500	21,700[3]	459,600	321,000	138,600	10,900[3]
Household income												
Less than $7,500	141,300	52,700	88,600	27,800	136,800	87,900	48,900	13,500[3]	86,500	42,800	43,700	4,400[3]
$7,500–14,999	284,900	164,400	120,500	35,600	254,600	149,400	105,200	25,700	251,300	143,400	107,900	16,300[3]
$15,000–24,999	443,500	275,400	168,000	23,800[3]	427,000	241,900	185,100	53,400	363,700	219,500	144,200	31,800
$25,000–34,999	538,800	328,000	210,800	42,000	440,200	264,700	175,500	33,200	390,700	244,400	146,300	23,400
$35,000–49,999	678,800	429,900	248,900	35,000	602,300	383,700	218,600	42,300	468,000	247,700	220,300	47,700
$50,000–74,999	620,800	415,000	205,700	34,500	597,200	410,000	187,200	32,200	501,300	342,500	158,800	36,600
$75,000 or more	495,600	341,300	154,300	13,600[3]	435,400	326,600	108,800	16,000[3]	453,600	303,700	149,900	25,300[3]

See notes at end of table.

Table 2.1. Number of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	1998				1999				2000			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	2,715,600	1,562,300	1,153,200	252,700	2,489,700	1,605,500	884,100	185,600	1,946,400	1,246,600	699,800	128,400
Sex												
Male	1,536,100	814,900	721,300	144,200	1,366,500	853,500	513,000	111,200	1,122,400	654,400	468,000	98,900
Female	1,179,400	747,500	431,900	108,400	1,123,200	752,000	371,200	74,300	824,000	592,200	231,800	29,600[3]
Age												
12–14	1,475,100	769,300	705,800	162,200	1,426,300	883,000	543,200	127,000	952,900	568,700	384,100	57,200
15–18	1,240,500	793,000	447,400	90,500	1,063,400	722,500	340,900	58,600	993,600	677,800	315,700	71,200
Race/ethnicity[2]												
White	1,824,300	1,038,800	785,500	157,100	1,689,500	1,107,300	582,200	95,300	1,310,500	852,700	457,800	60,000
Black	464,000	265,700	198,200	48,100	438,200	260,000	178,200	58,900	307,500	197,200	110,300	19,800[3]
Hispanic	315,100	185,900	129,200	42,600	245,400	161,300	84,100	25,700	251,500	135,200	116,400	43,100
Other	105,700	67,600	38,100	4,900[3]	93,300	62,300	31,000	5,600[3]	47,000	37,000	10,000[3]	2,500[3]
Urbanicity												
Urban	865,000	503,600	361,400	99,100	681,600	466,500	215,100	63,700	515,500	347,700	167,800	56,700
Suburban	1,319,500	771,000	548,400	91,700	1,340,700	825,800	514,900	110,400	1,059,000	665,500	393,500	54,200
Rural	531,100	287,700	243,400	61,900	467,300	313,200	154,100	11,400[3]	372,000	233,400	138,600	17,500[3]
Household income												
Less than $7,500	136,500	69,900	66,700	21,100[3]	94,900	42,000	52,900	17,200[3]	61,500	32,800	28,600[3]	6,200[3]
$7,500–14,999	242,600	95,700	146,900	30,400[3]	148,500	88,300	60,300	8,900[3]	110,600	59,900	50,700	9,200[3]
$15,000–24,999	428,700	218,300	210,400	35,400	285,900	183,200	102,700	27,400[3]	237,800	159,400	78,400	13,200[3]
$25,000–34,999	351,100	173,000	178,200	52,100	250,400	166,900	83,500	5,900[3]	218,600	125,200	93,500	18,300[3]
$35,000–49,999	361,500	239,100	122,400	27,200[3]	440,600	270,700	169,900	24,600[3]	334,800	200,100	134,700	23,200[3]
$50,000–74,999	497,400	306,700	190,600	45,000	449,200	274,300	174,900	53,900	390,800	266,800	124,100	26,600[3]
$75,000 or more	453,000	303,500	149,500	23,800[3]	501,400	395,600	105,700	28,400[3]	371,900	268,600	103,300	18,900[3]

See notes at end of table.

Table 2.1. Number of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992–2001—Continued

	2001			
Student characteristics	Total	Theft	Violent	Serious violent[1]
Total	2,001,300	1,237,600	763,700	160,900
Sex				
Male	1,105,600	680,900	424,700	88,800
Female	895,700	556,600	339,100	72,200
Age				
12–14	997,500	573,900	423,600	84,400
15–18	1,003,700	663,600	340,100	76,500
Race/ethnicity[2]				
White	1,399,800	888,100	511,700	88,600
Black	274,100	165,300	108,800	30,500[3]
Hispanic	269,100	130,700	138,400	39,300
Other	58,300	53,400	4,900[3]	2,500[3]
Urbanicity				
Urban	551,900	330,000	222,000	52,500
Suburban	1,092,000	685,600	406,400	81,100
Rural	357,300	222,000	135,400	27,300[3]
Household income				
Less than $7,500	48,800	24,700	24,100[3]	8,200[3]
$7,500–14,999	101,600	60,900	40,700	6,500[3]
$15,000–24,999	226,500	107,900	118,600	25,400[3]
$25,000–34,999	209,700	122,900	86,800	12,700[3]
$35,000–49,999	304,700	168,800	135,900	40,500
$50,000–74,999	363,000	269,600	93,400	24,800[3]
$75,000 or more	477,200	318,800	158,400	20,100[3]

#No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

[1] Serious violent crimes are also included in violent crimes.

[2] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

[3] Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Population sizes are 23,740,000 students ages 12–18 in 1992; 24,558,000 in 1993; 25,327,000 in 1994; 25,715,000 in 1995; 26,15[illegible],000 in 1996; 26,548,000 in 1997; 26,806,000 in 1998; 27,013,000 in 1999; 27,169,000 in 2000, and 27,380,000 in 2001. Detail may not sum to totals because of rounding and missing cases. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2001.

Table 2.2. Rate of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001

	1992				1993				1994			
Student characteristics	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	144	95	48	10	155	96	59	12	150	94	56	13
Sex												
Male	168	105	64	15	171	101	70	14	162	97	65	15
Female	117	85	32	5	137	91	46	11	137	90	47	10
Age												
12–14	172	105	67	16	190	111	79	16	187	109	78	18
15–18	120	87	33	6	125	83	42	9	119	81	38	9
Race/ethnicity[2]												
White	156	105	52	9	170	106	63	11	156	101	55	11
Black	114	67	46	18	128	76	52	22	140	81	59	15
Hispanic	113	72	41	10[3]	118	68	50	9	137	74	63	22
Other	129	110	19[3]	#	99	70	29	6[3]	109	71	39	13[3]
Urbanicity												
Urban	141	92	50	15	145	84	62	15	143	78	65	21
Suburban	155	105	50	10	174	113	60	12	169	107	62	13
Rural	124	80	44	6[3]	129	77	52	11	121	84	37	4
Household income												
Less than $7,500	123	65	57	14[3]	123	51	71	13	96	47	49	21
$7,500–14,999	111	65	46	13[3]	123	74	49	13	119	75	44	6[3]
$15,000–24,999	125	60	65	16	137	75	62	10	134	85	50	12
$25,000–34,999	137	94	43	5[3]	187	128	58	10	162	89	73	16
$35,000–49,999	180	133	47	9[3]	157	98	59	14	164	105	59	11
$50,000–74,999	150	119	31	4[3]	170	115	56	12	166	105	61	13
$75,000 or more	206	136	70	17[3]	193	143	50	9[3]	179	129	51	8[3]

See notes at end of table.

BEST COPY AVAILABLE

Table 2.2. Rate of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	1995				1996				1997			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	135	85	50	9	121	78	43	9	102	63	40	8
Sex												
Male	151	92	59	11	134	78	56	11	114	64	50	10
Female	118	77	41	6	107	77	30	6	91	61	29	5
Age												
12–14	176	103	73	13	151	91	60	9	123	69	54	10
15–18	101	70	31	5	97	67	30	8	86	58	29	6
Race/ethnicity[2]												
White	147	93	54	7	129	83	45	7	111	67	43	7
Black	111	64	47	13	105	73	32	12	95	59	36	8[3]
Hispanic	113	67	46	11	109	58	51	15	76	44	32	10
Other	103	80	23	9[3]	108	72	36	11[3]	91	72	19[3]	5[3]
Urbanicity												
Urban	126	78	49	14	126	76	50	14	105	63	42	12
Suburban	153	96	57	7	130	82	48	8	111	66	46	8
Rural	108	70	39	5	95	71	24	4[3]	79	55	24	2[3]
Household income												
Less than $7,500	81	30	51	16	86	55	31	8[3]	64	31	32	3[3]
$7,500–14,999	101	59	43	13	92	54	38	9	93	53	40	6[3]
$15,000–24,999	131	82	50	7[3]	120	68	52	15	107	65	42	9
$25,000–34,999	153	93	60	12	130	78	52	10	114	71	43	7
$35,000–49,999	142	90	52	7	131	84	48	9	105	56	49	11
$50,000–74,999	151	101	50	8	138	95	43	7	110	75	35	8
$75,000 or more	173	119	54	5[3]	139	104	35	5[3]	125	84	41	7[3]

See notes at end of table.

Table 2.2. Rate of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	1998				1999				2000			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	101	58	43	9	92	59	33	7	72	46	26	5
Sex												
Male	111	59	52	10	98	62	37	8	80	47	33	7
Female	91	58	33	8	85	57	28	6	62	45	18	2[3]
Age												
12–14	125	65	60	14	120	74	46	11	80	48	32	5
15–18	83	53	30	6	70	48	23	4	65	45	21	5
Race/ethnicity[2]												
White	105	60	45	9	98	64	34	6	75	49	26	3
Black	111	64	48	12	106	63	43	14	72	46	26	5[3]
Hispanic	82	48	34	11	62	40	21	6	63	34	29	11
Other	89	57	32	4[3]	77	52	26	5[3]	40	32	8[3]	2[3]
Urbanicity												
Urban	117	68	49	13	93	63	29	9	68	46	22	7
Suburban	97	56	40	7	94	58	36	8	74	47	28	4
Rural	93	50	43	11	86	58	28	2[3]	70	44	26	3[3]
Household income												
Less than $7,500	110	56	53	17[3]	86	38	48	15[3]	61	32	28[3]	6[3]
$7,500–14,999	97	38	59	12[3]	70	42	29	4[3]	57	31	26	5[3]
$15,000–24,999	126	64	62	10	90	58	32	9[3]	81	55	27	5[3]
$25,000–34,999	102	50	52	15	77	51	26	2[3]	69	40	30	6[3]
$35,000–49,999	86	57	29	6[3]	108	66	42	6[3]	81	49	33	6[3]
$50,000–74,999	110	68	42	10	100	61	39	12	86	58	27	6[3]
$75,000 or more	112	75	37	6[3]	108	85	23	6[3]	74	54	21	4[3]

See notes at end of table.

Table 2.2. Rate of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	2001			
	Total	Theft	Violent	Serious violent[1]
Total	73	45	28	6
Sex				
Male	78	48	30	6
Female	67	42	26	5
Age				
12–14	82	47	35	7
15–18	66	43	22	5
Race/ethnicity[2]				
White	79	50	29	5
Black	63	38	25	7[3]
Hispanic	64	31	33	9
Other	51	46	4[3]	2[3]
Urbanicity				
Urban	73	44	29	7
Suburban	76	48	28	6
Rural	66	41	25	5[3]
Household income				
Less than $7,500	57	29	28[3]	10[3]
$7,500–14,999	55	33	22	3[3]
$15,000–24,999	79	38	41	9[3]
$25,000–34,999	68	40	28	4[3]
$35,000–49,999	80	45	36	11
$50,000–74,999	80	59	21	5[3]
$75,000 or more	88	59	29	4[3]

#No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

[1] Serious violent crimes are also included in violent crimes.

[2] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

[3] Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Population sizes are 23,740,000 students ages 12–18 in 1992; 24,558,000 in 1993; 25,327,000 in 1994; 25,715,000 in 1995; 26,151,000 in 1996; 26,548,000 in 1997; 26,806,000 in 1998; 27,013,000 in 1999; 27,169,000 in 2000, and 27,380,000 in 2001. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2001.

Table 2.3. Number of nonfatal crimes against students ages 12–18 occurring away from school, by type of crime and selected student characteristics: 1992–2001

Student characteristics	1992 Total	1992 Theft	1992 Violent	1992 Serious violent[1]	1993 Total	1993 Theft	1993 Violent	1993 Serious violent[1]	1994 Total	1994 Theft	1994 Violent	1994 Serious violent[1]
Total	3,286,800	1,607,600	1,679,200	750,200	3,419,700	1,691,800	1,728,000	849,500	3,258,100	1,521,700	1,736,400	832,700
Sex												
Male	1,967,600	1,000,400	967,300	433,300	2,009,000	1,001,100	1,007,900	527,800	1,921,200	866,200	1,055,000	522,800
Female	1,319,200	607,200	712,000	316,900	1,410,800	690,700	720,100	321,700	1,336,800	655,400	681,400	309,900
Age												
12–14	1,253,700	685,900	567,800	249,700	1,236,200	655,800	580,500	280,500	1,132,900	572,200	560,700	231,400
15–18	2,033,100	921,700	1,111,400	500,500	2,183,500	1,036,000	1,147,500	569,000	2,125,200	949,500	1,175,700	601,300
Race/ethnicity[2]												
White	2,294,400	1,152,100	1,142,300	450,800	2,322,900	1,128,700	1,194,200	502,600	2,209,500	1,048,100	1,161,400	482,300
Black	461,300	227,100	234,200	139,000	597,600	302,100	295,400	193,500	499,200	229,900	269,300	170,400
Hispanic	383,400	163,900	219,500	113,200	380,600	187,800	192,900	129,300	423,300	191,800	231,500	141,500
Other	132,400	59,600	72,800	40,900[3]	94,600	61,300	33,400	19,200[3]	99,400	47,600	51,700	25,300
Urbanicity												
Urban	1,124,200	532,400	591,900	265,800	1,245,900	589,000	657,000	354,200	1,095,100	489,500	605,600	320,200
Suburban	1,658,000	838,400	819,600	360,100	1,515,400	771,700	743,700	364,700	1,592,300	729,700	862,600	396,000
Rural	504,500	236,800	267,700	124,300	658,400	331,200	327,200	130,700	570,700	302,400	268,200	116,500
Household income												
Less than $7,500	379,500	192,900	186,600	75,200	423,500	180,300	243,300	107,100	354,400	157,800	196,600	108,600
$7,500–14,999	491,500	197,500	294,000	168,600	494,800	261,600	233,200	136,900	389,900	170,800	219,200	116,500
$15,000–24,999	592,300	246,500	345,800	143,500	563,600	257,100	306,500	152,700	426,100	179,000	247,100	110,800
$25,000–34,999	501,400	217,400	284,000	121,600	503,500	258,600	244,800	124,900	487,200	226,000	261,200	122,300
$35,000–49,999	479,800	242,600	237,200	80,200	549,500	253,600	295,900	144,700	494,200	233,500	260,700	120,900
$50,000–74,999	373,700	221,700	152,000	60,000	380,200	217,000	163,200	76,200	483,500	248,700	234,700	105,900
$75,000 or more	243,700	151,700	92,000	34,600[3]	222,000	122,800	99,300	38,100	292,700	156,200	136,500	60,000

See notes at end of table.

BEST COPY AVAILABLE

Table 2.3. Number of nonfatal crimes against students ages 12–18 occurring away from school, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	1995				1996				1997			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	3,058,300	1,561,800	1,496,500	599,000	3,050,600	1,622,900	1,427,700	670,600	3,107,300	1,551,600	1,555,800	635,900
Sex												
Male	1,786,900	883,000	903,900	374,600	1,890,300	1,004,000	886,400	421,200	1,806,000	914,600	891,400	361,300
Female	1,271,400	678,800	592,600	224,400	1,160,200	618,900	541,300	249,300	1,301,400	637,000	664,400	274,600
Age												
12–14	1,040,200	556,100	484,100	178,300	1,058,100	600,800	457,200	209,100	1,030,700	557,600	473,100	190,300
15–18	2,018,100	1,005,700	1,012,400	420,700	1,992,500	1,022,000	970,500	461,400	2,076,600	994,000	1,082,600	445,600
Race/ethnicity[2]												
White	2,048,300	1,075,900	972,400	373,100	2,030,000	1,078,400	951,600	391,700	2,089,200	1,037,500	1,051,700	414,900
Black	512,100	254,200	257,800	98,200	522,800	265,300	257,500	157,400	520,500	271,300	249,200	109,900
Hispanic	349,800	144,000	205,700	95,500	349,200	186,600	162,600	94,200	404,300	191,400	213,000	94,400
Other	114,000	64,800	49,200	23,400[3]	112,000	72,000	40,000	24,800[3]	67,900	36,900	31,000	12,400[3]
Urbanicity												
Urban	1,057,300	518,000	539,400	229,900	993,000	494,800	498,200	274,800	1,079,800	531,600	548,300	270,700
Suburban	1,463,700	776,900	686,900	277,000	1,481,200	800,500	680,700	294,600	1,504,600	772,400	732,300	268,600
Rural	537,200	267,000	270,300	92,100	576,400	327,700	248,700	101,100	522,800	247,600	275,200	96,600
Household income												
Less than $7,500	329,100	162,000	167,100	68,500	284,800	134,500	150,300	103,000	181,200	97,800	83,400	31,300
$7,500–14,999	428,100	191,400	236,700	97,100	422,400	213,300	209,100	127,200	443,900	167,200	276,700	137,600
$15,000–24,999	491,400	289,100	202,300	86,100	468,600	218,800	249,800	109,800	388,700	209,600	179,000	74,300
$25,000–34,999	411,700	203,700	208,000	76,000	377,600	215,900	161,700	68,100	420,600	202,000	218,700	81,500
$35,000–49,999	486,000	238,800	247,300	104,200	465,800	250,300	215,600	69,500	510,100	308,300	201,800	81,600
$50,000–74,999	442,100	225,000	217,000	96,400	394,500	245,100	149,300	72,300	445,000	203,400	241,600	89,600
$75,000 or more	288,900	140,000	148,900	38,300	324,900	218,400	106,500	29,300	384,100	199,600	184,500	79,500

See notes at end of table.

Table 2.3. Number of nonfatal crimes against students ages 12–18 occurring away from school, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	1998				1999				2000			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	2,534,500	1,236,400	1,298,100	550,200	2,106,600	1,048,200	1,058,300	476,400	2,011,800	1,091,000	920,800	373,100
Sex												
Male	1,493,600	732,700	761,000	364,900	1,240,800	595,700	645,200	303,600	1,181,400	637,000	544,400	238,300
Female	1,040,900	503,700	537,100	185,300	865,700	452,600	413,200	172,800	830,400	454,000	376,400	134,700
Age												
12–14	761,000	430,800	330,200	131,900	702,100	401,500	300,600	126,900	655,500	393,300	262,200	128,600
15–18	1,773,500	805,600	967,900	418,300	1,404,500	646,800	757,700	349,500	1,356,300	697,700	658,600	244,400
Race/ethnicity[2]												
White	1,698,800	832,900	865,900	331,000	1,341,000	685,100	655,800	266,700	1,336,900	714,800	622,100	236,600
Black	394,000	200,600	193,400	106,000	360,400	172,300	188,100	97,700	338,700	166,900	171,800	84,400
Hispanic	311,300	122,300	189,100	95,300	312,500	141,500	171,000	99,900	247,000	156,800	90,100	36,700
Other	104,800	68,200	36,600	15,800[3]	62,400	35,400	27,000[3]	12,100[3]	49,400	29,500	19,900	5,900
Urbanicity												
Urban	869,600	389,200	480,400	229,400	660,500	311,300	349,200	206,200	639,200	355,500	283,700	114,400
Suburban	1,333,400	656,900	676,500	275,900	1,153,100	575,300	577,800	228,500	1,070,800	548,000	522,800	217,400
Rural	331,500	190,300	141,200	44,900[3]	292,900	161,600	131,300	41,700[3]	301,800	187,500	114,300	41,300
Household income												
Less than $7,500	137,700	51,500	86,200	39,200	184,300	82,100	102,200	50,600	122,600	59,500	63,000	27,100
$7,500–14,999	350,200	162,100	188,100	56,800	200,600	114,200	86,400	54,100	128,900	64,500	64,400	36,500
$15,000–24,999	379,700	181,200	198,500	103,100	245,900	114,900	131,000	52,700	319,600	194,300	125,300	43,200
$25,000–34,999	360,700	165,700	195,000	107,200	281,500	144,800	136,700	38,200	279,200	126,200	153,000	70,400
$35,000–49,999	406,900	237,600	169,300	83,600	300,400	160,200	140,200	61,800	326,000	154,000	172,000	49,900
$50,000–74,999	341,200	147,300	193,900	70,300	313,700	146,600	167,100	93,400	281,000	158,100	122,900	58,500
$75,000 or more	317,000	176,700	140,300	53,400	344,600	179,000	165,600	70,300	293,700	177,000	116,700	39,500

See notes at end of table.

Table 2.3. Number of nonfatal crimes against students ages 12–18 occurring away from school, by type of crime and selected student characteristics: 1992–2001—Continued

	2001			
Student characteristics	Total	Theft	Violent	Serious violent[1]
Total	1,670,500	912,900	757,500	290,300
Sex				
Male	927,400	518,000	409,500	173,700
Female	743,100	395,000	348,100	116,600
Age				
12–14	493,400	278,700	214,800	64,400
15–18	1,177,000	634,200	542,800	225,800
Race/ethnicity[2]				
White	1,102,700	624,300	478,400	154,800
Black	273,700	117,600	156,100	82,200
Hispanic	242,000	140,100	101,900	46,200
Other	52,100	31,000	21,100	7,000
Urbanicity				
Urban	564,700	290,100	274,600	127,200
Suburban	798,600	450,700	347,900	122,500
Rural	307,200	172,100	135,000	40,600
Household income				
Less than $7,500	127,400	58,900	68,500	38,200
$7,500–14,999	142,800	74,100	68,700	27,700
$15,000–24,999	211,400	99,300	112,100	49,700
$25,000–34,999	165,400	79,700	85,800	34,200
$35,000–49,999	254,600	156,100	98,500	37,700
$50,000–74,999	195,200	134,500	60,700	15,300
$75,000 or more	300,400	150,400	150,000	46,000

[1] Serious violent crimes are also included in violent crimes.

[2] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

[3] Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Population sizes are 23,740,000 students ages 12–18 in 1992; 24,558,000 in 1993; 25,327,000 in 1994; 25,715,000 in 1995; 26,151,000 in 1996; 26,548,000 in 1997; 26,806,000 in 1998; 27,013,000 in 1999; 27,169,000 in 2000, and 27,380,000 in 2001. Detail may not sum to totals because of rounding and missing cases. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2001.

Table 2.4. Rate of nonfatal crimes against students ages 12–18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001

	1992				1993				1994			
Student characteristics	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	138	68	71	32	139	69	70	35	129	60	69	33
Sex												
Male	161	82	79	35	159	79	80	42	147	66	81	40
Female	115	53	62	28	119	58	61	27	109	53	55	25
Age												
12–14	116	63	53	23	111	59	52	25	99	50	49	20
15–18	157	71	86	39	163	77	86	43	153	68	85	43
Race/ethnicity[2]												
White	142	71	71	28	139	68	72	30	129	61	68	28
Black	118	58	60	36	151	76	74	49	127	58	68	43
Hispanic	145	62	83	43	134	66	68	46	134	61	73	45
Other	153	69	84	47[3]	103	67	36	21[3]	103	49	54	26
Urbanicity												
Urban	180	85	95	43	187	89	99	53	160	72	89	47
Suburban	142	72	70	31	130	66	64	31	132	61	72	33
Rural	87	41	46	21	105	53	52	21	88	47	42	18
Household income												
Less than $7,500	187	95	92	37	205	87	118	52	185	82	102	57
$7,500–14,999	162	65	97	56	180	95	85	50	144	63	81	43
$15,000–24,999	178	74	104	43	158	72	86	43	116	49	67	30
$25,000–34,999	140	61	80	34	137	71	67	34	138	64	74	35
$35,000–49,999	113	57	56	19	129	59	69	34	110	52	58	27
$50,000–74,999	110	65	45	18	101	58	43	20	120	62	58	26
$75,000 or more	131	82	50	19[3]	106	58	47	18	120	64	56	25

See notes at end of table.

BEST COPY AVAILABLE

Table 2.4. Rate of nonfatal crimes against students ages 12–18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	1995				1996				1997			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	119	61	58	23	117	62	55	26	117	58	59	24
Sex												
Male	135	67	68	28	141	75	66	31	132	67	65	26
Female	102	54	48	18	91	49	43	20	101	49	52	21
Age												
12–14	89	48	42	15	91	52	39	18	88	48	40	16
15–18	143	71	72	30	137	70	67	32	140	67	73	30
Race/ethnicity[2]												
White	119	63	57	22	117	62	55	22	120	60	61	24
Black	127	63	64	24	132	67	65	40	126	65	60	27
Hispanic	106	43	62	29	99	53	46	27	110	52	58	26
Other	106	60	46	22[3]	104	67	37	23[3]	58	32	27	11[3]
Urbanicity												
Urban	150	74	77	33	137	68	69	38	143	70	73	36
Suburban	117	62	55	22	113	61	52	23	114	58	55	20
Rural	87	43	44	15	99	56	43	17	90	43	47	17
Household income												
Less than $7,500	189	93	96	39	179	85	94	65	133	72	61	23
$7,500–14,999	152	68	84	35	153	77	76	46	164	62	102	51
$15,000–24,999	146	86	60	26	132	62	70	31	114	62	53	22
$25,000–34,999	117	58	59	[illegible]	112	64	48	20	123	59	64	24
$35,000–49,999	102	50	52	22	102	55	47	15	114	69	45	18
$50,000–74,999	107	55	53	23	91	57	35	17	98	45	53	20
$75,000 or more	101	49	52	13	104	70	34	9	106	55	51	22

See notes at end of table.

Table 2.4. Rate of nonfatal crimes against students ages 12–18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001—Continued

	1998				1999				2000			
Student characteristics	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	95	46	48	21	78	39	39	18	74	40	34	14
Sex												
Male	108	53	55	26	89	43	46	22	84	46	39	17
Female	80	39	41	14	66	34	31	13	63	34	29	10
Age												
12–14	65	37	28	11	59	34	25	11	55	33	22	11
15–18	118	54	64	28	93	43	50	23	89	46	43	16
Race/ethnicity[2]												
White	98	48	50	19	77	40	38	15	77	41	36	14
Black	95	48	46	25	87	42	45	24	80	39	40	20
Hispanic	81	32	49	25	78	35	43	25	62	39	23	9
Other	88	57	31	13[3]	52	29	22[3]	10[3]	42	25	17	5
Urbanicity												
Urban	117	52	65	31	90	42	47	28	84	47	37	15
Suburban	98	48	50	20	81	40	41	16	75	38	37	15
Rural	58	33	25	8[3]	54	30	24	8[3]	57	35	21	8
Household income												
Less than $7,500	111	41	69	31	166	74	92	46	121	59	62	27
$7,500–14,999	140	65	75	23	95	54	41	26	66	33	33	19
$15,000–24,999	112	53	59	30	77	36	41	17	109	66	43	15
$25,000–34,999	105	48	57	31	86	44	42	12	88	40	48	22
$35,000–49,999	97	57	40	20	74	39	34	15	79	37	42	12
$50,000–74,999	75	33	43	16	70	33	37	21	62	35	27	13
$75,000 or more	78	44	35	13	74	39	36	15	59	35	23	8

See notes at end of table.

Table 2.4: Rate of nonfatal crimes against students ages 12–18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001—Continued

	2001			
Student characteristics	Total	Theft	Violent	Serious violent[1]
Total	61	33	28	11
Sex				
Male	66	37	29	12
Female	56	30	26	9
Age				
12–14	41	23	18	5
15–18	77	42	36	15
Race/ethnicity[2]				
White	62	35	27	9
Black	63	27	36	19
Hispanic	58	33	24	11
Other	45	27	18	6
Urbanicity				
Urban	75	38	36	17
Suburban	55	31	24	8
Rural	57	32	25	8
Household income				
Less than $7,500	149	69	80	45
$7,500–14,999	77	40	37	15
$15,000–24,999	74	35	39	17
$25,000–34,999	54	26	28	11
$35,000–49,999	67	41	26	10
$50,000–74,999	43	30	13	3
$75,000 or more	55	28	28	8

[1] Serious violent crimes are also included in violent crimes.

[2] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

[3] Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Population sizes are 23,740,000 students ages 12–18 in 1992; 24,558,000 in 1993; 25,327,000 in 1994; 25,715,000 in 1995; 26,151,000 in 1996; 26,548,000 in 1997; 26,806,000 in 1998; 27,013,000 in 1999; 27,169,000 in 2000, and 27,380,000 in 2001. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2001.

Table 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student characteristics: 1995, 1999, and 2001

	1995				1999				2001			
Student characteristics	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	9.5	7.1	3.0	0.7	7.6	5.7	2.3	0.5	5.5	4.2	1.8	0.4
Sex												
Male	10.0	7.1	3.5	0.9	7.8	5.7	2.5	0.6	6.1	4.5	2.1	0.5
Female	9.0	7.1	2.4	0.4	7.3	5.7	2.0	0.5	4.9	3.8	1.5	0.4
Race/ethnicity[2]												
White	9.8	7.4	3.0	0.6	7.5	5.8	2.1	0.4	5.8	4.2	2.0	0.4
Black	10.2	7.1	3.4	1.0	9.9	7.4	3.5	1.2	6.1	5.0	1.3	0.5
Hispanic	7.6	5.8	2.7	0.9	5.7	3.9	1.9	0.6	4.6	3.7	1.5	0.8
Other	8.8	6.5	2.5	0.5	6.4	4.4	2.2	#	3.1	2.9	0.4	#
Grade												
6th	9.6	5.4	5.1	1.5	8.0	5.2	3.8	1.3	5.9	4.0	2.6	0.1
7th	11.2	8.1	3.8	0.9	8.2	6.0	2.6	0.9	5.8	3.4	2.6	0.6
8th	10.5	7.9	3.1	0.8	7.6	5.9	2.4	0.5	4.3	3.3	1.3	0.3
9th	11.9	9.1	3.4	0.7	8.9	6.5	3.2	0.6	7.9	6.2	2.4	0.8
10th	9.1	7.7	2.1	0.4	8.0	6.5	1.7	0.5	6.5	5.7	1.2	0.4
11th	7.3	5.5	1.9	0.4	7.2	5.5	1.8	0.1	4.8	3.8	1.6	0.3
12th	6.1	4.6	1.9	0.4	4.8	4.0	0.8	0.3	2.9	2.3	0.9	0.3
Urbanicity												
Urban	9.3	6.6	3.3	1.3	8.4	6.9	2.3	0.7	5.9	4.5	1.7	0.5
Suburban	10.3	7.6	3.5	0.6	7.6	5.4	2.4	0.5	5.7	4.3	1.7	0.4
Rural	8.3	6.8	1.8	0.3	6.4	5.0	1.9	0.4	4.7	3.4	2.0	0.5
Sector												
Public	9.8	7.3	3.1	0.7	7.9	5.9	2.5	0.6	5.7	4.4	1.9	0.5
Private	6.6	5.2	1.7	0.1	4.5	4.3	0.3	#	3.4	2.5	1.0	#

#No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

[1] Serious violent crimes are also included in violent crimes.

[2] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Population sizes for students ages 12–18 are 23,601,000 in 1995, 24,614,000 in 1999, and 24,315,000 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995, 1999, and 2001.

BEST COPY AVAILABLE

Table 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student characteristics: Selected years 1993–2001

Student characteristics	1993	1995	1997	1999	2001
Total	7.3	8.4	7.4	7.7	8.9
Sex					
Male	9.2	10.9	10.2	9.5	11.5
Female	5.4	5.8	4.0	5.8	6.5
Race/ethnicity[1]					
White	([2])	([2])	([2])	6.6	8.5
Black	([2])	([2])	([2])	7.6	9.3
Hispanic	([2])	([2])	([2])	9.8	8.9[3]
Asian	([2])	([2])	([2])	7.7	11.3
American Indian	([2])	([2])	([2])	13.2	15.2
Pacific Islander	([2])	([2])	([2])	15.6	24.8
More than one race	([2])	([2])	([2])	9.3	10.3
Grade					
9th	9.4	9.6	10.1	10.5	12.7
10th	7.3	9.6	7.9	8.2	9.1
11th	7.3	7.7	5.9	6.1	6.9
12th	5.5	6.7	5.8	5.1	5.3

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. While there appear to be large differences among racial/ethnic groups, some of these estimates are associated with large standard errors and should be interpreted with caution.

[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[3] Revised from previously published estimates.

NOTE: "On school property" was not defined for survey respondents. Population sizes from the *Digest of Education Statistics 2002* (NCES 2003–060) for students in grades 9 through 12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; and 14,998,000 (projected) in 2001.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Table 5.1. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by selected student characteristics: Selected years 1993–2001

	Anywhere					On school property				
Student characteristics	1993	1995	1997	1999	2001	1993	1995	1997	1999	2001
Total	41.8	38.7	36.6	35.7	33.2	16.2	15.5	14.8	14.2	12.5
Sex										
Male	51.2	46.1	45.5	44.0	43.1	23.5	21.0	20.0	18.5	18.0
Female	31.7	30.6	26.0	27.3	23.9	8.6	9.5	8.6	9.8	7.2
Race/ethnicity[1]										
White	([2])	([2])	([2])	33.1	32.2	([2])	([2])	([2])	12.3	11.2
Black	([2])	([2])	([2])	41.4	36.5	([2])	([2])	([2])	18.7	16.8
Hispanic	([2])	([2])	([2])	39.9	35.8[3]	([2])	([2])	([2])	15.7	14.1[3]
Asian	([2])	([2])	([2])	22.7	22.3	([2])	([2])	([2])	10.4	10.8
American Indian	([2])	([2])	([2])	48.7	49.2	([2])	([2])	([2])	16.2	18.2
Pacific Islander	([2])	([2])	([2])	50.7	51.7	([2])	([2])	([2])	25.3	29.1[3]
More than one race	([2])	([2])	([2])	40.2	39.6	([2])	([2])	([2])	16.9	14.7
Grade										
9th	50.4	47.3	44.8	41.1	39.5	23.1	21.6	21.3	18.6	17.3
10th	42.2	40.4	40.2	37.7	34.7	17.2	16.5	17.0	17.2	13.5
11th	40.5	36.9	34.2	31.3	29.1	13.8	13.6	12.5	10.8	9.4
12th	34.8	31.0	28.8	30.4	26.5	11.4	10.6	9.5	8.1	7.5

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. While there appear to be large differences among racial/ethnic groups, some of these estimates are associated with large standard errors and should be interpreted with caution.

[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[3] Revised from previously published estimates.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times in the last 12 months they had been in a physical fight. Population sizes from the *Digest of Education Statistics 2002* (NCES 2003–060) for students in grades 9 through 12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; and 14,998,000 (projected) in 2001.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Table 6.1. Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by selected student characteristics: 1999 and 2001

Student characteristics	1999	2001
Total	5.1	7.9
Sex		
Male	5.4	8.6
Female	4.8	7.1
Race/ethnicity[1]		
White	5.3	8.5
Black	5.5	5.9
Hispanic	4.4	7.8
Other	2.5	6.6
Grade		
6th	10.5	14.3
7th	9.0	13.0
8th	5.5	9.2
9th	5.0	8.6
10th	3.2	4.6
11th	2.6	4.3
12th	1.2	2.4
Urbanicity		
Urban	5.0	6.9
Suburban	4.9	8.1
Rural	5.8	8.7
Sector		
Public	5.3	8.0
Private	2.8	7.3

[1] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

NOTE: In the 1999 survey, "at school" was defined as in the school building, on the school grounds, or on a school bus. In the 2001 survey, "at school" was defined as in the school building, on school property, on a school bus, or going to and from school. Population sizes for students ages 12–18 are 24,614,000 in 1999 and 24,315,000 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 and 2001.

Table 7.1. Number and percentage of public schools with various types of crime and number of incidents, by selected school characteristics: 1999–2000

School characteristics	Violent			Serious violent[1]			Theft			Other		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Total	58,500	71.4	1,466,400	16,200	19.7	60,700	37,400	45.6	217,900	59,600	72.7	575,000
School level												
Elementary	30,500	61.1	717,400	7,200	14.4	23,000	15,100	30.3	42,200	30,900	62.0	167,400
Middle	13,500	87.4	441,300	4,500	29.4	18,200	9,900	64.5	62,700	13,700	88.7	170,100
Secondary	10,900	91.7	261,400	3,500	29.3	15,200	9,400	79.5	100,500	11,000	92.7	203,800
Combined	3,700	76.9	46,300	1,000	20.6	4,400	2,900	60.4	12,500	4,000	83.0	33,800
Enrollment												
Less than 300	12,200	60.7	115,400	2,000	9.9	6,900	6,600	33.0	21,900	12,100	60.4	53,400
300–499	15,600	68.2	301,100	3,600	15.7	9,500	9,100	39.9	34,600	15,000	65.8	102,100
500–999	23,000	75.8	755,100	7,400	24.5	27,500	15,300	50.5	73,600	24,300	80.2	228,200
1,000 or more	7,800	89.3	294,700	3,200	36.2	16,800	6,300	72.4	87,700	8,100	93.0	191,300
Urbanicity												
City	15,000	77.3	494,000	5,300	27.4	22,100	10,200	52.6	67,400	15,600	80.3	182,200
Urban fringe	17,800	67.5	453,000	5,800	22.1	23,000	11,600	43.9	82,100	18,100	68.6	201,800
Town	7,700	73.6	221,300	2,100	20.0	7,100	4,800	45.9	23,000	7,800	75.1	64,300
Rural	18,100	70.2	298,000	3,000	11.5	9,500	10,800	41.9	45,300	18,100	70.1	126,700
Minority enrollment[2]												
0–5 percent	17,200	70.2	261,200	3,400	13.8	8,000	10,700	43.6	49,400	17,200	70.2	128,300
6–20 percent	12,600	69.0	284,600	3,600	19.6	12,100	8,000	43.9	54,000	12,400	67.8	129,700
21–50 percent	11,700	70.9	338,800	3,500	21.2	18,200	7,400	45.2	47,900	12,800	78.0	140,100
More than 50 percent	16,000	74.4	560,400	5,600	26.1	21,900	10,600	49.1	64,100	16,300	75.6	170,400
Free/reduced-price lunch eligibility												
0–20 percent	15,700	68.1	288,300	3,700	16.2	11,200	10,700	46.4	74,600	15,900	68.9	160,000
21–50 percent	20,500	70.9	499,800	5,300	18.5	18,500	13,600	47.2	84,400	21,200	73.6	217,200
More than 50 percent	22,400	74.4	678,300	7,100	23.6	31,000	13,100	43.4	58,900	22,500	74.7	197,800

See notes at end of table.

Table 7.1. Number and percentage of public schools with various types of crime and number of incidents, by selected school characteristics: 1999–2000—Continued

School characteristics	Violent			Serious violent[1]			Theft			Other		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Student/teacher ratio[2,3]												
Less than 12	18,700	68.2	371,500	4,300	15.8	13,300	11,400	41.7	57,200	19,900	72.8	152,800
12–16	19,400	71.5	520,800	5,300	19.6	22,300	13,200	48.8	74,300	19,200	70.5	202,900
More than 16	18,100	77.8	510,400	5,800	24.9	23,000	11,300	48.7	78,200	18,200	78.3	196,200

[1] Serious violent crimes are also included in violent crimes.

[2] Detail may not sum to totals because of missing cases.

[3] Student/teacher ratio was derived by dividing the total number of students enrolled in school by the total number of full-time-equivalent teachers.

NOTE: Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities. Population size is 82,000 public schools. Detail may not sum to totals because of rounding. Number of schools and number of incidents are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

Table 7.2. Number and percentage of public schools that reported various types of crime to the police and number of incidents, by selected school characteristics: 1999–2000

School characteristics	Violent			Serious violent[1]			Theft			Other		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Total	29,500	36.0	256,900	12,100	14.8	34,300	23,400	28.5	105,500	42,700	52.0	294,000
School level												
Elementary	10,000	20.1	48,100	4,200	8.4	9,200	7,700	15.4	15,500	18,100	36.2	67,000
Middle	8,500	55.5	81,400	3,800	24.8	10,800	6,200	40.1	26,500	11,200	73.1	75,300
Secondary	8,400	71.2	116,400	3,300	28.0	12,700	7,500	63.6	58,500	10,100	85.5	137,100
Combined	2,500	51.0	11,000	800	16.2	1,600	2,000	40.8	5,000	3,200	66.2	14,500
Enrollment												
Less than 300	4,000	19.9	13,200	1,400	6.9	2,500	3,500	17.3	8,300	7,200	35.7	21,200
300–499	6,600	29.0	27,300	2,200	9.8	5,300	5,100	22.5	13,900	10,300	44.9	43,200
500–999	12,700	42.0	108,300	5,500	18.3	13,900	9,600	31.8	32,400	17,700	58.2	103,300
1,000 or more	6,100	70.2	108,200	3,000	33.9	12,500	5,100	58.6	50,800	7,600	87.2	126,300
Urbanicity												
City	8,600	44.4	106,500	4,100	21.0	15,500	6,600	34.3	35,500	11,800	60.8	108,100
Urban fringe	9,300	35.4	89,100	4,400	16.6	12,000	7,400	28.1	39,000	13,000	49.4	100,500
Town	4,200	40.0	26,000	1,400	13.7	2,800	3,200	30.3	11,900	5,800	55.4	29,800
Rural	7,400	28.5	35,200	2,200	8.7	4,100	6,100	23.8	19,200	12,100	46.9	55,600
Minority enrollment[2]												
0–5 percent	7,300	29.8	34,800	2,200	8.9	4,300	6,400	25.9	20,100	11,200	45.6	54,800
6–20 percent	6,300	34.4	50,900	2,500	13.9	5,600	5,300	29.1	29,000	9,400	51.8	65,800
21–50 percent	6,300	38.1	64,600	2,800	17.1	8,300	4,500	27.1	23,700	9,500	57.8	71,600
More than 50 percent	9,200	42.5	102,200	4,500	21.0	15,900	6,800	31.6	30,900	12,000	55.4	98,400
Free/reduced-price lunch eligibility												
0–20 percent	8,300	35.9	68,600	2,800	12.3	7,300	7,100	30.8	38,900	12,000	52.1	87,700
21–50 percent	9,800	34.0	88,200	4,000	13.7	10,300	8,200	28.5	38,800	15,100	52.3	102,400
More than 50 percent	11,400	37.9	100,100	5,300	17.7	16,700	8,100	26.8	27,800	15,600	51.8	103,800

See notes at end of table.

Table 7.2. Number and percentage of public schools that reported various types of crime to the police and number of incidents, by selected school characteristics: 1999–2000—Continued

School characteristics	Violent			Serious violent[1]			Theft			Other		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Student/teacher ratio[2,3]												
Less than 12	9,100	33.1	68,300	3,300	12.2	7,100	6,700	24.6	25,900	13,400	48.9	69,300
12–16	9,900	36.5	86,200	3,600	13.4	10,600	8,200	30.2	37,500	14,300	52.7	103,600
More than 16	9,300	40.2	89,200	4,600	20.0	14,600	7,700	33.0	38,900	13,200	56.7	108,800

[1] Serious violent crimes are also included in violent crimes.

[2] Detail may not sum to totals because of missing cases.

[3] Student/teacher ratio was derived by dividing the total number of students enrolled in school by the total number of full-time-equivalent teachers.

NOTE: Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities. Population size is 82,000 public schools. Detail may not sum to totals because of rounding. Number of schools and number of incidents are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

Table 8.1. Percentage and number of public schools that took a serious disciplinary action, number of actions taken, and percentage distribution of actions according to type, by type of offense: 1999–2000

Type of offense	Schools using a serious disciplinary action: Number of schools	Schools using a serious disciplinary action: Percent of schools	Number of serious disciplinary actions	Percentage distribution of serious disciplinary actions: Suspensions lasting 5 days or more	Percentage distribution of serious disciplinary actions: Removals with no services	Percentage distribution of serious disciplinary actions: Transfers to specialized schools[1]
Total	44,300	54.0	1,162,600	82.5	10.9	6.5
Physical attacks or fights[2]	29,000	35.4	332,500	85.1	9.0	5.9
Insubordination[3]	15,000	18.3	253,500	81.6	15.0	3.4
Threat or intimidation[4]	17,700	21.6	130,800	88.7	7.6	3.7
Possession or use of alcohol or illegal drugs	16,800	20.5	95,500	74.4	9.3	16.3
Possession of a weapon other than a firearm	15,900	19.3	41,700	66.8	12.5	20.7
Distribution of illegal drugs	8,500	10.3	26,300	61.3	16.8	21.9
Use of a weapon other than a firearm	3,800	4.6	8,000	52.9	23.7	23.4
Possession of a firearm/explosive device	3,400	4.1	6,600	61.7	18.9	19.4
Use of a firearm/explosive device[5]	1,300	1.6	5,800	78.5	11.0	10.5
Other infractions[6]	11,100	13.5	262,000	86.2	10.3	3.5

[1] A specialized school was defined for respondents as "a school that is specifically for students who were referred for disciplinary reasons. The school may also have students who were referred for other reasons. The school may be at the same location as respondent's school."

[2] Physical attacks or fights were defined for respondents as "an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual."

[3] Insubordination was defined for respondents as "a deliberate and inexcusable defiance of or refusal to obey a school rule, authority, or a reasonable order." It includes but is not limited to "direct defiance of school authority, failure to attend assigned detention or on-campus supervision, failure to respond to a call slip, and physical or verbal intimidation/abuse."

[4] Intimidation was defined for respondents as "to frighten, compel, or deter by actual or implied threats." It includes bullying and sexual harassment.

[5] A firearm or explosive device was defined for respondents as "any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage."

[6] Does not include academic reasons.

NOTE: Serious disciplinary action includes suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools. Population size is 82,000 public schools. Detail may not sum to totals because of rounding. Number of schools and number of actions are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

BEST COPY AVAILABLE

Table 9.1. Number of nonfatal crimes against teachers and average annual rate of crimes per 1,000 teachers at school, by type of crime and selected teacher and school characteristics: 1997–2001

Teacher or school characteristics	Total crimes 1997–2001				Average annual rate of crimes per 1,000 teachers			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	1,290,600	817,300	473,300	48,100	58	37	21	2
Sex								
Male	373,300	164,200	209,100	19,000	70	31	39	4[2]
Female	917,300	653,100	264,200	29,100	54	39	16	2
Race/ethnicity[3]								
White	1,102,000	697,800	404,100	41,900	60	38	22	2
Black	96,800	71,100	25,700	4,000	47	35	12[2]	2[2]
Hispanic	85,500	44,800	40,700	2,200	147	77	70	4[2]
Other	6,400	3,600	2,800	#	6	3	2[2]	#
Instructional level								
Elementary	462,300	325,700	136,600	30,700	40	28	12	3
Middle/junior high	362,600	211,500	151,000	6,200	78	46	33	1[2]
Senior high	465,700	280,100	185,700	11,100	78	47	31	2[2]
Urbanicity[4]								
Urban	744,300	442,800	301,500	25,100	70	42	28	2[2]
Suburban	368,300	257,100	111,200	18,700	53	37	16	3[2]
Rural	139,800	92,800	47,100	#	38	26	13	#

#No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

[1] Serious violent crimes are also included in violent crimes.

[2] The estimate was based on fewer than 10 cases.

[3] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

[4] Teachers teaching in more than one school across more than one type of urbanicity are not included.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, at work site, or while working. For thefts, "while working" was not considered since thefts of teachers' property kept at school can occur when teachers are not present. The data were aggregated from 1997–2001 due to the small number of teachers in each year's sample. On average, there were about 4.4 million teachers per year over the 5-year period for a total population size of 22,220,000 teachers. The population reported here includes teachers from any sector, part-time teachers, and other instructional and support staff. Detail may not sum to totals because of rounding and missing cases. Total crime numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1997–2001.

Table 10.1. Percentage and number of public and private school teachers who reported that they were threatened with injury by a student during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000

Teacher or school characteristics	1993–94								1999–2000							
	Percent				Number				Percent				Number			
	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural
Total	11.7	15.1	10.7	9.8	341,000	132,100	99,600	109,300	8.8	11.4	7.5	8.3	304,900	116,300	127,800	60,900
Sex																
Male	14.7	19.5	14.0	11.8	115,900	45,100	33,800	37,000	11.0	14.7	9.5	9.7	95,100	36,600	39,500	19,100
Female	10.5	13.5	9.5	9.1	225,100	87,000	65,800	72,400	8.1	10.3	6.9	7.8	209,800	79,700	88,300	41,800
Race/ethnicity[1]																
White	11.5	15.4	10.5	9.9	294,300	103,900	88,400	102,000	8.6	11.2	7.5	8.2	252,500	85,400	112,300	54,800
Black	11.9	13.0	12.6	8.5	23,600	14,600	5,300	3,700	11.6	14.1	7.5	11.3	28,300	18,700	6,000	3,600
Hispanic	13.1	15.3	10.6	10.1	15,800	10,200	3,400	2,200	9.1	9.5	8.7	8.0	17,200	9,100	6,700	1,400
Other	13.4	16.9	13.0	9.4	7,300	3,300	2,500	1,400	8.3	9.0	7.6	8.7	7,000	3,100	2,700	1,100
Instructional level																
Elementary	8.7	11.7	7.4	7.3	133,600	56,300	35,900	41,400	8.0	10.0	6.6	8.0	148,100	57,700	60,500	29,800
Secondary	15.0	19.3	14.2	12.5	207,400	75,800	63,700	67,900	9.9	13.2	8.6	8.6	156,900	58,500	67,200	31,100
Sector																
Public	12.8	17.8	11.6	10.2	325,400	126,800	92,600	106,000	9.6	13.5	7.9	8.6	287,400	109,300	119,300	58,800
Private	4.2	3.3	5.0	4.6	15,600	5,300	7,000	3,300	3.9	3.3	4.5	4.0	17,500	7,000	8,400	2,100

[1] Other includes American Indian, Alaska Native, Asian or Pacific Islander. Race categories exclude Hispanic origin unless specified.

NOTE: Population sizes for teachers are 2,940,000 in 1993–94 and 3,451,000 in 1999–2000. Detail may not sum to totals because of rounding. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public, Private and Charter Teacher and School Surveys," 1993–94 and 1999–2000.

Table 10.2. Percentage and number of public and private school teachers who reported that they were physically attacked by a student during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000

Teacher or school characteristics	1993–94								1999–2000							
	Percent				Number				Percent				Number			
	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural
Total	4.1	5.6	4.0	3.1	119,200	48,100	37,000	34,100	3.9	5.4	3.4	3.0	134,800	54,900	57,900	22,000
Sex																
Male	3.9	5.8	3.6	2.7	30,800	13,500	8,800	8,500	3.6	5.3	3.3	1.8	30,600	13,200	13,800	3,500
Female	4.2	5.4	4.1	3.3	88,400	34,600	28,200	25,700	4.0	5.4	3.4	3.5	104,200	41,600	44,100	18,500
Race/ethnicity[1]																
White	4.1	5.7	3.9	3.1	102,700	37,900	32,800	32,000	3.8	5.4	3.4	3.0	111,700	40,800	51,000	19,900
Black	3.9	4.2	4.3	2.4	7,700	4,800	1,900	1,000	4.8	5.9	3.0	4.4	11,600	7,800	2,400	1,400
Hispanic	5.2	6.4	4.3	2.7	6,100	4,200	1,300	500	4.6	5.4	4.4	1.8	8,800	5,100	3,400	300
Other	5.2	6.6	5.0	3.6	2,800	1,200	1,000	500	3.1	3.2	3.2	2.6	2,600	1,100	1,200	300
Instructional level																
Elementary	4.9	6.5	4.6	3.8	75,400	31,100	22,400	22,000	5.5	7.2	4.9	4.3	102,200	41,600	44,700	15,900
Secondary	3.2	4.3	3.2	2.2	43,800	17,000	14,600	12,200	2.1	3.0	1.7	1.7	32,600	13,200	13,300	6,100
Sector																
Public	4.4	6.4	4.2	3.2	110,700	45,100	32,900	32,600	4.2	6.2	3.5	3.1	125,000	50,700	53,200	21,200
Private	2.3	1.9	2.9	2.1	8,500	3,000	4,000	1,500	2.2	2.0	2.6	1.6	9,800	4,200	4,800	800

[1] Other includes American Indian, Alaska Native, Asian or Pacific Islander. Race categories exclude Hispanic origin unless specified.

NOTE: Population sizes for teachers are 2,940,000 in 1993–94 and 3,451,000 in 1999–2000. Detail may not sum to totals because of rounding. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public, Private and Charter Teacher and School Surveys," 1993–94 and 1999–2000.

Table 11.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by selected student characteristics: Selected years 1993–2001

	Anywhere					On school property				
Student characteristics	1993	1995	1997	1999	2001	1993	1995	1997	1999	2001
Total	22.1	20.0	18.3	17.3	17.4	11.8	9.8	8.5	6.9	6.4
Sex										
Male	34.3	31.1	27.7	28.6	29.3	17.9	14.3	12.5	11.0	10.2
Female	9.2	8.3	7.0	6.0	6.2	5.1	4.9	3.7	2.8	2.9
Race/ethnicity[1]										
White	(2)	(2)	(2)	16.4	17.9	(2)	(2)	(2)	6.4	6.1
Black	(2)	(2)	(2)	17.2	15.2	(2)	(2)	(2)	5.0	6.3
Hispanic	(2)	(2)	(2)	18.7	16.5[3]	(2)	(2)	(2)	7.9	6.4[3]
Asian	(2)	(2)	(2)	13.0	10.6[3]	(2)	(2)	(2)	6.5	7.2
American Indian	(2)	(2)	(2)	21.8	31.2	(2)	(2)	(2)	11.6	16.4
Pacific Islander	(2)	(2)	(2)	25.3	17.4	(2)	(2)	(2)	9.3	10.0
More than one race	(2)	(2)	(2)	22.2	25.2	(2)	(2)	(2)	11.4	13.2
Grade										
9th	25.5	22.6	22.6	17.6	19.8	12.6	10.7	10.2	7.2	6.7
10th	21.4	21.1	17.4	18.7	16.7	11.5	10.4	7.7	6.6	6.7
11th	21.5	20.3	18.2	16.1	16.8	11.9	10.2	9.4	7.0	6.1
12th	19.9	16.1	15.4	15.9	15.1	10.8	7.6	7.0	6.2	6.1[3]

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. While there appear to be large differences among racial/ethnic groups, some of these estimates are associated with large standard errors and should be interpreted with caution.

[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[3] Revised from previously published estimates.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon. Population sizes from the *Digest of Education Statistics 2002* (NCES 2003–060) for students in grades 9 through 12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; and 14,998,000 (projected) in 2001.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Table 12.1. Percentage of students ages 12–18 who reported being afraid at school or on the way to and from school and away from school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001

Student characteristics	At school or on the way to and from school 1995	1999	2001	Away from school 1999	2001
Total	11.8	7.3	6.4	5.7	4.6
Sex					
Male	10.8	6.5	6.4	4.1	3.7
Female	12.8	8.2	6.4	7.4	5.6
Race/ethnicity[1]					
White	8.1	5.0	4.9	4.3	3.7
Black	20.3	13.5	8.9	8.7	6.3
Hispanic	20.9	11.7	10.6	8.9	6.5
Other	13.5	6.7	6.4	5.4	6.6
Grade					
6th	14.3	10.9	10.6	7.8	6.3
7th	15.3	9.5	9.2	6.1	5.5
8th	13.0	8.1	7.6	5.5	4.4
9th	11.6	7.1	5.5	4.6	4.5
10th	11.0	7.1	5.0	4.8	4.2
11th	8.9	4.8	4.8	5.9	4.7
12th	7.8	4.8	2.9	6.1	3.3
Urbanicity					
Urban	18.4	11.6	9.7	9.1	7.4
Suburban	9.8	6.2	4.8	5.0	3.8
Rural	8.6	4.8	6.0	3.0	3.0
Sector					
Public	12.2	7.7	6.6	5.8	4.6
Private	7.3	3.6	4.6	5.0	5.1

[1] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

NOTE: In 1995 and 1999, students reported fear of "attack or harm" at school or on the way to and from school during the previous 6 months. In 2001, students reported fear of "attack or threat of attack" at school or on the way to and from school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way. Fear of attack away from school was not collected in 1995. Population sizes for students ages 12–18 are 23,601,000 in 1995, 24,614,000 in 1999, and 24,315,000 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995, 1999, and 2001.

Table 13.1. Percentage of students ages 12–18 who reported that they avoided one or more places in school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001

Student characteristics	1995	1999	2001
Total	8.7	4.6	4.7
Sex			
Male	8.8	4.6	4.7
Female	8.5	4.6	4.6
Race/ethnicity[1]			
White	7.1	3.8	3.9
Black	12.1	6.7	6.6
Hispanic	12.9	6.2	5.5
Other	11.1	5.4	6.2
Grade			
6th	11.6	5.9	6.8
7th	11.8	6.1	6.2
8th	8.8	5.5	5.2
9th	9.5	5.3	5.0
10th	7.8	4.7	4.2
11th	6.9	2.5	2.8
12th	4.1	2.4	3.0
Urbanicity			
Urban	11.7	5.8	6.0
Suburban	7.9	4.7	4.3
Rural	7.0	3.0	3.9
Sector			
Public	9.3	5.0	4.9
Private	2.2	1.6	2.0

[1] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

NOTE: Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. See appendix A for details on changes to the questionnaire among survey years. Population sizes for students ages 12–18 are 23,601,000 in 1995, 24,614,000 in 1999, and 24,315,000 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995, 1999, and 2001.

BEST COPY AVAILABLE

Table 14.1. Percentage of students ages 12–18 who reported being targets of hate-related words at school during the previous 6 months, by selected student characteristics: 2001

Student characteristics	Total[1]	Race	Ethnicity	Religion	Disability	Gender	Sexual orientation
		Hate-related words related to student's characteristics					
Total	12.3	4.2	2.7	1.8	1.1	2.8	1.2
Sex							
Male	12.8	4.6	3.2	2.0	1.2	1.2	1.3
Female	11.7	3.7	2.2	1.6	0.9	4.4	1.2
Race/ethnicity[2]							
White	12.1	2.8	1.6	2.0	1.2	3.3	1.6
Black	13.9	7.8	3.3	1.3	1.1	2.7	0.8
Hispanic	11.0	4.9	6.0	1.2	0.6	1.0	0.5
Other	13.6	9.7	5.9	2.7	0.4	0.8	0.0
Grade							
6th	12.[illegible]	2.7	1.9	1.1	2.1	2.1	0.4
7th	14.1	5.0	3.4	1.8	1.6	3.2	1.1
8th	13.0	5.3	3.1	2.2	1.0	2.2	1.0
9th	12.1	3.6	2.1	1.3	1.0	3.4	1.2
10th	13.1	4.6	2.6	2.1	0.8	3.1	1.9
11th	12.7	4.7	3.1	2.3	1.1	2.7	1.7
12th	7.9	2.2	2.3	1.7	0.2	2.3	1.1
Urbanicity							
Urban	11.9	5.0	3.3	1.6	0.9	2.5	0.9
Suburban	12.4	4.2	2.8	1.9	1.1	2.9	1.5
Rural	12.4	2.9	1.7	2.1	1.1	2.7	1.0
Sector							
Public	12.7	4.4	2.8	1.9	1.2	2.8	1.2
Private	8.2	1.5	1.6	1.5	0.3	2.0	1.3

[1] In the SCS questionnaire, students were asked if they were the targets of hate-related words at school. If the students responded that they were called a hate-related word, they were asked to choose the specific characteristics that the hate-related word targeted. Students were allowed to choose more than one characteristic. If a student chose more than one characteristic, he or she is counted once under the "total" category. Therefore, the percent of students who reported being called a hate-related word is less than the sum of all the individual characteristics.

[2] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school. Population size is 24,315,000 students ages 12–18 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table 14.2. Percentage of students ages 12–18 who saw hate-related graffiti at school during the previous 6 months, by selected student characteristics: 1999 and 2001

Student characteristics	1999	2001
Total	36.3	35.5
Sex		
Male	33.8	34.9
Female	38.9	36.1
Race/ethnicity[1]		
White	36.4	36.2
Black	37.6	33.6
Hispanic	35.6	35.1
Other	32.2	32.1
Grade		
6th	30.3	34.9
7th	34.9	34.9
8th	35.6	36.7
9th	39.2	35.7
10th	38.9	36.2
11th	37.0	36.1
12th	35.6	33.0
Urbanicity		
Urban	37.0	35.7
Suburban	37.3	36.0
Rural	32.7	33.8
Sector		
Public	38.0	37.3
Private	20.7	16.8

[1] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

NOTE: In the 1999 survey, "at school" was defined as in the school building, on the school grounds, or on a school bus. In the 2001 survey, "at school" was defined as in the school building, on school property, on a school bus, or going to and from school. Population sizes for students ages 12–18 are 24,614,000 in 1999 and 24,315,000 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 and 2001.

Table 15.1. Percentage of students ages 12–18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and selected student characteristics: 2001

Student characteristics	Total	Urban	Suburban	Rural
Total	20.1	28.9	18.3	13.3
Sex				
Male	21.4	31.9	18.9	14.0
Female	18.8	25.9	17.5	12.5
Race/ethnicity[1]				
White	15.5	20.5	15.4	12.1
Black	28.6	32.4	25.4	22.5
Hispanic	32.0	40.3	27.1	16.8
Other	21.4	27.0	20.0	7.9
Grade				
6th	11.2	14.9	9.0	11.0
7th	15.7	23.7	13.7	8.9
8th	17.3	24.0	16.6	10.1
9th	24.3	35.3	20.8	18.9
10th	23.6	33.1	22.3	14.4
11th	24.2	34.2	22.7	15.8
12th	21.1	34.1	18.6	11.5
Sector				
Public	21.6	31.9	19.5	13.7
Private	4.9	5.0	4.3	7.0

[1] Other includes Asians, Pacific Islanders, and American Indians (including Alaska Natives). Race categories exclude Hispanic origin unless specified.

NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school. Population size is 24,315,000 students ages 12–18 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table 16.1. Percentage of public schools that reported selected discipline problems according to frequency, by school characteristics: 1999–2000

School characteristics	Happens at least once a week[1]					Happens at all[2]	
	Student racial tensions	Student bullying	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers	Undesirable gang activities[3]	Undesirable cult or extremist group activities[4]
Total	3.4	29.3	12.5	3.1	19.4	18.7	6.7
School level							
Elementary	2.9	26.3	8.1	2.3	13.3	11.1	1.8
Middle	5.9	43.4	21.8	5.3	30.0	30.8	13.1
Secondary	3.1	24.7	17.4	3.2	28.7	36.6	18.9
Combined	1.4	26.4	16.3	3.6	26.0	14.6	7.0
Enrollment							
Less than 300	1.0	22.7	7.1	1.3	14.7	7.9	2.7
300–499	2.6	27.6	9.6	2.6	14.2	11.7	4.1
500–999	4.7	33.2	14.4	4.3	22.1	23.7	6.6
1,000 or more	6.8	35.4	26.5	4.3	34.6	44.4	23.0
Urbanicity							
City	5.2	32.2	20.2	6.0	24.8	31.7	7.5
Urban fringe	3.4	28.9	12.6	2.0	19.2	17.4	7.9
Town	4.5	31.0	8.7	2.2	21.5	15.3	8.1
Rural	1.6	26.8	8.3	2.5	14.8	11.5	4.4
Minority enrollment							
0–5 percent	1.0	24.8	7.4	1.6	14.7	6.6	4.1
6–20 percent	4.0	32.2	10.7	2.7	17.0	14.1	7.5
21–50 percent	3.4	26.3	14.6	1.9	20.9	23.5	9.7
More than 50 percent	5.9	34.8	18.9	6.2	26.5	33.0	7.1
Free/reduced-price lunch eligibility							
0–20 percent	1.8	23.8	8.1	1.8	13.2	11.7	6.1
21–50 percent	1.9	29.4	11.4	2.2	19.1	15.8	7.8
More than 50 percent	6.1	33.3	17.0	4.9	24.5	26.7	6.1

See notes at end of table.

Table 16.1. Percentage of public schools that reported selected discipline problems according to frequency, by school characteristics: 1999–2000—Continued

School characteristics	Happens at least once a week[1]					Happens at all[2]	
	Student racial tensions	Student bullying	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers	Undesirable gang activities[3]	Undesirable cult or extremist group activities[4]
Student/teacher ratio							
Less than 12	2.5	29.8	13.5	2.5	21.5	14.0	5.8
12–16	3.8	30.6	11.2	3.4	19.5	20.0	6.6
More than 16	3.8	29.5	14.0	3.7	18.1	22.8	7.8
Prevalence of violent incidents[5]							
No violent incidents	1.4	17.1	6.8	0.5	8.1	6.4	1.5
Any violent incidents	4.2	34.1	14.8	4.2	24.0	23.6	8.8

[1] Includes schools that reported the activity happens either once a week or daily.

[2] Includes schools that reported the activity has happened at all at their school.

[3] A gang was defined for respondents as "an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior."

[4] A cult or extremist group was defined for respondents as "a group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large."

[5] Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon.

NOTE: Population size is 82,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

[illegible] Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by selected student characteristics: Selected years 1993–2001

Student characteristics	Anywhere					On school property				
	1993	1995	1997	1999	2001	1993	1995	1997	1999	2001
Total	48.0	51.6	50.8	50.0	47.1	5.2	6.3	5.6	4.9	4.9
Sex										
Male	50.1	53.2	53.3	52.3	49.2	6.2	7.2	7.2	6.1	6.1
Female	45.9	49.9	47.8	47.7	45.0	4.2	5.3	3.6	3.6	3.8
Race/ethnicity[1]										
White	(2)	(2)	(2)	52.5	50.4	(2)	(2)	(2)	4.8	4.2
Black	(2)	(2)	(2)	39.9	32.7	(2)	(2)	(2)	4.3	5.3
Hispanic	(2)	(2)	(2)	52.8	49.2[3]	(2)	(2)	(2)	7.0	7.0[3]
Asian	(2)	(2)	(2)	25.7	28.4	(2)	(2)	(2)	2.0	6.8
American Indian	(2)	(2)	(2)	49.4	51.4	(2)	(2)	(2)	7.8	8.2
Pacific Islander	(2)	(2)	(2)	60.8	52.3	(2)	(2)	(2)	6.7	12.4
More than one race	(2)	(2)	(2)	51.1	45.4	(2)	(2)	(2)	5.2	7.0
Grade										
9th	40.5	45.6	44.2	40.6	41.1	5.2	7.5	5.9	4.4	5.3
10th	44.0	49.5	47.2	49.7	45.2	4.7	5.9	4.6	5.0	5.1
11th	49.7	53.7	53.2	50.9	49.3	5.2	5.7	6.0	4.7	4.7
12th	56.4	56.5	57.3	61.7	55.2	5.5	6.2	5.9	5.0	4.3

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. While there appear to be large differences among racial/ethnic groups, some of these estimates are associated with large standard errors and should be interpreted with caution.

[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[3] Revised from previously published estimates.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol. Population sizes from the *Digest of Education Statistics 2002* (NCES 2003–060) for students in grades 9 through 12 are 13,093,000 students in 1993; 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; and 14,998,000 (projected) in 2001.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

BEST COPY AVAILABLE

Table 18.1. Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by selected student characteristics: Selected years 1993–2001

	Anywhere					“On school property”				
Student characteristics	1993	1995	1997	1999	2001	1993	1995	1997	1999	2001
Total	17.7	25.3	26.2	26.7	23.9	5.6	8.8	7.0	7.2	5.4
Sex										
Male	20.6	28.4	30.2	30.8	27.9	7.8	11.9	9.0	10.1	8.0
Female	14.6	22.0	21.4	22.6	20.0	3.3	5.5	4.6	4.4	2.9
Race/ethnicity[1]										
White	(2)	(2)	(2)	26.4	24.4	(2)	(2)	(2)	6.5	4.8
Black	(2)	(2)	(2)	26.4	21.8	(2)	(2)	(2)	7.2	6.1
Hispanic	(2)	(2)	(2)	28.2	24.6[3]	(2)	(2)	(2)	10.7	7.4
Asian	(2)	(2)	(2)	13.5	10.9	(2)	(2)	(2)	4.3	4.7
American Indian	(2)	(2)	(2)	36.2	36.4	(2)	(2)	(2)	8.9	21.5
Pacific Islander	(2)	(2)	(2)	33.8	21.9	(2)	(2)	(2)	11.0	6.4
More than one race	(2)	(2)	(2)	29.1	31.8	(2)	(2)	(2)	7.8	5.2
Grade										
9th	13.2	20.9	23.6	21.7	19.4	4.4	8.7	8.1	6.6	5.5
10th	16.5	25.5	25.0	27.8	24.8	6.5	9.8	6.4	7.6	5.8
11th	18.4	27.6	29.3	26.7	25.8	6.5	8.6	7.9	7.0	5.1
12th	22.0	26.2	26.6	31.5	26.9	5.1	8.0	5.7	7.3	4.9

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. While there appear to be large differences among racial/ethnic groups, some of these estimates are associated with large standard errors and should be interpreted with caution.

[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[3] Revised from previously published estimates.

NOTE: “On school property” was not defined for survey respondents. The term “anywhere” is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana. Population sizes from the *Digest of Education Statistics 2002* (NCES 2003-060) for students in grades 9 through 12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; and 14,998,000 (projected) in 2001.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), selected years 1993–2001.

Table 19.1. Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by selected student characteristics: Selected years 1993–2001

Student characteristics	1993	1995	1997	1999	2001
Total	24.0	32.1	31.7	30.2	28.5
Sex					
Male	28.5	38.8	37.4	34.7	34.6
Female	19.1	24.8	24.7	25.7	22.7
Race/ethnicity[1]					
White	([2])	([2])	([2])	28.8	28.3
Black	([2])	([2])	([2])	25.3	21.9
Hispanic	([2])	([2])	([2])	36.9	34.2[3]
Asian	([2])	([2])	([2])	25.7	25.7
American Indian	([2])	([2])	([2])	30.6	34.5
Pacific Islander	([2])	([2])	([2])	46.9	50.2
More than one race	([2])	([2])	([2])	36.0	34.5
Grade					
9th	21.8	31.1	31.4	27.6	29.0
10th	23.7	35.0	33.4	32.1	29.0
11th	27.5	32.8	33.2	31.1	28.7
12th	23.0	29.1	29.0	30.5	26.9

[1] American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. While there appear to be large differences among racial/ethnic groups, some of these estimates are associated with large standard errors and should be interpreted with caution.

[2] The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[3] Revised from previously published estimates.

NOTE: "On school property" was not defined for survey respondents. Population sizes from the *Digest of Education Statistics 2002* (NCES 2003–060) for students in grades 9 through 12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; and 14,998,000 (projected) in 2001.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

STANDARD ERROR TABLES

Table S2.1. Standard errors for table 2.1: Number of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992–2001

Student characteristics	1992 Total	1992 Theft	1992 Violent	1992 Serious violent	1993 Total	1993 Theft	1993 Violent	1993 Serious violent	1994 Total	1994 Theft	1994 Violent	1994 Serious violent
Total	198,370	153,120	100,850	40,700	162,900	120,580	88,770	35,470	145,100	107,810	78,580	32,520
Sex												
Male	144,430	107,630	79,880	34,510	114,440	82,460	66,440	26,230	100,210	73,110	57,220	24,820
Female	111,330	91,740	51,360	19,040	95,770	74,610	49,550	21,540	87,190	67,350	45,770	18,780
Age												
12–14	135,560	100,080	76,430	33,310	112,960	81,110	65,960	26,410	101,110	72,440	59,200	24,910
15–18	121,170	99,660	55,740	20,810	97,400	76,030	50,130	21,330	86,220	68,050	43,440	18,690
Race/ethnicity												
White	164,190	127,990	83,030	30,630	135,350	101,090	73,570	26,900	116,160	88,490	61,210	23,330
Black	57,210	42,280	34,270	20,530	47,520	35,070	28,380	17,650	44,500	32,380	27,000	12,760
Hispanic	45,580	35,360	25,710	11,920	37,350	27,330	22,930	9,000	38,500	27,080	24,620	13,900
Other	26,190	24,010	9,350	†	17,940	14,860	9,260	3,930	17,370	13,690	9,880	5,570
Urbanicity												
Urban	86,020	66,450	46,580	24,050	69,720	50,180	41,960	18,990	62,530	43,640	39,100	20,320
Suburban	133,300	104,970	67,150	26,630	109,610	84,200	57,610	22,360	98,030	74,090	53,010	21,370
Rural	75,950	58,570	41,650	13,920	62,430	46,010	36,640	15,660	54,610	44,040	27,320	8,580
Household income												
Less than $7,500	41,070	28,830	26,810	12,280	31,820	19,530	23,470	9,520	23,720	15,970	16,330	10,320
$7,500–14,999	48,700	35,910	29,600	14,670	37,650	28,210	22,340	10,960	32,500	24,940	18,620	6,310
$15,000–24,999	55,070	36,220	37,820	17,480	46,480	32,730	29,550	10,900	41,700	31,930	23,540	10,820
$25,000–34,999	60,640	48,610	31,440	9,530	56,670	45,480	28,840	10,990	45,410	32,000	28,670	12,190
$35,000–49,999	78,940	65,880	36,360	14,740	56,010	42,450	31,740	14,090	52,950	40,630	29,250	11,630
$50,000–74,999	62,170	54,390	25,270	7,970	54,430	43,170	28,480	12,010	49,760	37,960	27,910	11,970
$75,000 or more	52,490	41,320	28,530	13,110	41,750	35,070	19,540	7,920	38,870	32,060	19,010	7,080

See notes at end of table.

Table S2.1. Standard errors for table 2.1: Number of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992–2001—Continued

	1995				1996				1997			
Student characteristics	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	137,010	102,220	73,970	26,320	135,320	102,390	71,600	27,750	135,390	93,670	71,460	27,750
Sex												
Male	96,800	71,360	54,550	20,680	95,130	68,170	56,080	21,930	89,920	64,160	55,150	22,070
Female	80,210	61,890	42,460	14,670	80,010	65,630	37,320	15,310	75,780	60,210	39,470	15,420
Age												
12–14	98,330	70,630	57,480	20,770	93,650	68,770	53,370	17,970	85,940	61,180	52,980	20,300
15–18	78,500	62,680	38,910	14,570	81,630	65,020	40,680	19,680	80,080	63,220	42,090	17,580
Race/ethnicity												
White	111,780	84,240	60,170	18,890	108,940	83,240	57,530	19,010	102,130	75,950	58,740	21,130
Black	39,410	28,680	24,110	11,970	39,340	31,920	20,030	11,590	40,350	30,880	23,430	10,460
Hispanic	35,400	26,300	21,190	9,840	37,610	26,330	24,290	12,440	33,330	24,680	20,560	10,980
Other	17,830	15,500	8,020	4,770	19,190	15,360	10,590	5,730	19,580	17,210	8,580	4,050
Urbanicity												
Urban	59,070	44,260	33,640	16,410	62,800	46,360	36,550	17,860	60,360	45,120	35,480	17,730
Suburban	94,130	70,700	51,590	16,240	91,550	68,980	50,180	17,780	86,960	63,680	51,590	19,080
Rural	49,870	38,530	27,350	9,390	46,730	39,300	21,450	7,770	44,120	35,980	22,560	5,860
Household income												
Less than $7,500	20,400	11,900	15,770	8,460	20,970	16,440	11,960	6,060	17,530	12,010	12,140	3,680
$7,500–14,999	30,290	22,200	18,680	9,650	29,740	22,030	18,140	8,500	31,700	23,140	19,780	7,230
$15,000–24,999	39,110	29,710	22,470	7,800	40,040	28,880	24,830	12,540	39,190	29,360	23,210	10,260
$25,000–34,999	43,830	32,840	25,530	10,540	40,760	30,400	24,100	9,730	40,860	31,200	23,400	8,730
$35,000–49,999	50,240	38,410	28,050	9,560	48,990	37,630	27,270	11,070	45,400	31,440	29,420	12,720
$50,000–74,999	47,650	37,630	25,180	9,490	48,750	39,110	24,990	9,570	47,280	37,860	24,490	11,050
$75,000 or more	41,730	33,600	21,430	5,820	40,500	34,290	18,480	6,620	44,580	35,320	23,710	9,100

See notes at end of table.

BEST COPY AVAILABLE

Table S2.1. Standard errors for table 2.1: Number of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	1998				1999				2000			
	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	149,930	103,930	85,310	33,210	125,980	95,930	66,490	26,370	113,340	85,640	60,010	22,210
Sex												
Male	102,780	68,310	63,240	23,850	86,840	65,080	47,860	19,710	80,230	57,610	47,080	19,170
Female	86,560	64,680	45,950	20,230	76,970	60,260	39,490	15,730	66,300	54,230	31,140	9,910
Age												
12–14	100,100	65,870	62,380	25,550	89,160	66,440	49,540	21,240	72,500	52,920	41,860	14,170
15–18	89,430	67,140	46,960	18,240	74,430	58,820	37,560	13,790	74,390	58,850	37,280	15,980
Race/ethnicity												
White	115,070	79,760	66,740	25,070	99,010	76,300	51,640	18,070	88,350	67,710	46,460	14,540
Black	48,030	34,220	28,740	12,790	43,570	32,050	25,760	13,830	36,710	28,370	20,380	8,000
Hispanic	37,920	27,680	22,380	11,960	30,990	24,330	16,850	8,830	32,650	22,860	21,010	12,140
Other	19,930	15,470	11,240	3,770	17,860	14,270	9,760	3,950	12,720	11,180	5,570	2,730
Urbanicity												
Urban	70,950	50,520	41,210	19,210	56,790	45,230	28,710	14,450	49,880	39,460	25,850	14,090
Suburban	93,090	65,960	53,270	18,380	85,820	63,790	47,970	19,630	77,390	58,200	42,460	13,760
Rural	52,210	35,890	32,470	14,720	45,280	35,740	23,710	5,720	41,070	31,260	23,190	7,500
Household income												
Less than $7,500	23,100	15,760	15,350	8,150	18,030	11,500	13,040	7,110	14,730	10,480	9,730	4,350
$7,500–14,999	32,410	18,830	24,110	9,940	23,220	17,310	14,010	5,040	20,420	14,530	13,260	5,340
$15,000–24,999	45,740	30,430	29,780	10,800	33,880	26,170	18,840	9,130	31,600	25,110	16,850	6,470
$25,000–34,999	40,490	26,530	26,990	13,370	31,360	24,810	16,780	4,060	30,100	21,890	18,580	7,680
$35,000–49,999	41,210	32,130	21,690	9,350	43,720	32,810	25,070	8,610	38,590	28,600	22,820	8,700
$50,000–74,999	50,130	37,300	28,090	12,330	44,220	33,070	25,490	13,170	42,290	33,780	21,790	9,360
$75,000 or more	47,320	37,070	24,360	8,700	47,220	41,010	19,150	9,300	41,060	33,920	19,650	7,790

See notes at end of table.

Table S2.2. Standard errors for table 2.2: Rate of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001

	1992				1993				1994			
Student characteristics	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	7.2	5.8	4.0	1.7	5.7	4.4	3.4	1.4	4.9	3.8	2.9	1.3
Sex												
Male	10.0	7.9	6.1	2.8	7.7	5.9	4.9	2.0	6.6	5.1	4.1	1.9
Female	8.6	7.3	4.3	1.6	7.0	5.7	4.0	1.8	6.2	5.0	3.5	1.5
Age												
12–14	10.6	8.3	6.6	3.0	8.4	6.5	5.4	2.3	7.4	5.7	4.8	2.1
15–18	8.3	7.0	4.1	1.6	6.4	5.2	3.6	1.6	5.5	4.5	3.0	1.3
Race/ethnicity												
White	8.7	7.1	4.8	1.9	6.9	5.4	4.1	1.6	5.8	4.7	3.4	1.3
Black	13.3	10.2	8.4	5.2	10.7	8.2	6.8	4.3	10.0	7.6	6.5	3.2
Hispanic	15.6	12.5	9.4	4.5	11.9	9.1	7.7	3.1	10.8	8.0	7.4	4.3
Other	27.5	25.5	10.6	†	18.2	15.4	9.9	4.3	16.5	13.4	9.9	5.7
Urbanicity												
Urban	12.1	9.7	7.1	3.8	9.2	6.9	5.9	2.8	8.0	5.9	5.4	2.9
Suburban	9.8	8.1	5.4	2.2	8.0	6.4	4.6	1.9	6.9	5.5	4.1	1.7
Rural	11.7	9.4	6.9	2.4	8.9	6.8	5.6	2.5	7.6	6.3	4.1	1.3
Household income												
Less than $7,500	18.3	13.4	12.6	6.0	13.9	9.0	10.7	4.5	11.4	8.0	8.1	5.3
$7,500–14,999	14.6	11.2	9.4	4.8	12.3	9.6	7.8	3.9	10.8	8.6	6.6	2.3
$15,000–24,999	14.8	10.3	10.7	5.2	11.5	8.6	7.8	3.0	10.1	8.0	6.1	2.9
$25,000–34,999	15.1	12.5	8.4	2.7	13.2	11.1	7.4	3.0	11.2	8.4	7.6	3.4
$35,000–49,999	15.9	13.8	8.2	3.4	11.4	9.1	7.0	3.3	10.1	8.2	6.1	2.5
$50,000–74,999	16.0	14.4	7.2	2.3	12.5	10.4	7.2	3.2	10.7	8.6	6.6	2.9
$75,000 or more	23.9	19.9	14.5	7.0	17.0	14.8	8.9	3.7	13.7	11.8	7.4	2.9

See notes at end of table.

Table S2.2. Standard errors for table 2.2: Rate of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001

	1992				1993				1994			
Student characteristics	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	7.2	5.8	4.0	1.7	5.7	4.4	3.4	1.4	4.9	3.8	2.9	1.3
Sex												
Male	10.0	7.9	6.1	2.8	7.7	5.9	4.9	2.0	6.6	5.1	4.1	1.9
Female	8.6	7.3	4.3	1.6	7.0	5.7	4.0	1.8	6.2	5.0	3.5	1.5
Age												
12–14	10.6	8.3	6.6	3.0	8.4	6.5	5.4	2.3	7.4	5.7	4.8	2.1
15–18	8.3	7.0	4.1	1.6	6.4	5.2	3.6	1.6	5.5	4.5	3.0	1.3
Race/ethnicity												
White	8.7	7.1	4.8	1.9	6.9	5.4	4.1	1.6	5.8	4.7	3.4	1.3
Black	13.3	10.2	8.4	5.2	10.7	8.2	6.8	4.3	10.0	7.6	6.5	3.2
Hispanic	15.6	12.5	9.4	4.5	11.9	9.1	7.7	3.1	10.8	8.0	7.4	4.3
Other	27.5	25.5	10.6	†	18.2	15.4	9.9	4.3	16.5	13.4	9.9	5.7
Urbanicity												
Urban	12.1	9.7	7.1	3.8	9.2	6.9	5.9	2.8	8.0	5.9	5.4	2.9
Suburban	9.8	8.1	5.4	2.2	8.0	6.4	4.6	1.9	6.9	5.5	4.1	1.7
Rural	11.7	9.4	6.9	2.4	8.9	6.8	5.6	2.5	7.6	6.3	4.1	1.3
Household income												
Less than $7,500	18.3	13.4	12.6	6.0	13.9	9.0	10.7	4.5	11.4	8.0	8.1	5.3
$7,500–14,999	14.6	11.2	9.4	4.8	12.3	9.6	7.8	3.9	10.8	8.6	6.6	2.3
$15,000–24,999	14.8	10.3	10.7	5.2	11.5	8.6	7.8	3.0	10.1	8.0	6.1	2.9
$25,000–34,999	15.1	12.5	8.4	2.7	13.2	11.1	7.4	3.0	11.2	8.4	7.6	3.4
$35,000–49,999	15.9	13.8	8.2	3.4	11.4	9.1	7.0	3.3	10.1	8.2	6.1	2.5
$50,000–74,999	16.0	14.4	7.2	2.3	12.5	10.4	7.2	3.2	10.7	8.6	6.6	2.9
$75,000 or more	23.9	19.9	14.5	7.0	17.0	14.8	8.9	3.7	13.7	11.8	7.4	2.9

See notes at end of table.

Table S2.2. Standard errors for table 2.2: Rate of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	1995				1996				1997			
	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	4.6	3.6	2.7	1.0	4.6	3.6	2.6	1.0	4.3	3.3	2.6	1.0
Sex												
Male	6.3	4.9	3.9	1.5	6.2	4.7	3.9	1.6	6.0	4.4	3.8	1.6
Female	5.7	4.6	3.2	1.2	5.6	4.7	2.8	1.2	5.4	4.4	3.0	1.2
Age												
12–14	7.1	5.5	4.6	1.8	7.0	5.4	4.3	1.5	6.6	4.9	4.3	1.7
15–18	5.0	4.1	2.7	1.0	5.1	4.2	2.7	1.3	5.0	4.0	2.8	1.2
Race/ethnicity												
White	5.6	4.4	3.3	1.1	5.5	4.4	3.1	1.1	5.3	4.1	3.2	1.2
Black	8.8	6.7	5.7	2.9	9.1	7.6	4.9	2.9	9.0	7.1	5.5	2.5
Hispanic	9.7	7.5	6.1	2.9	9.7	7.1	6.6	3.5	8.5	6.5	5.4	3.0
Other	15.4	13.6	7.3	4.4	16.4	13.5	9.5	5.3	15.7	13.9	7.2	3.5
Urbanicity												
Urban	7.4	5.8	4.5	2.3	7.7	5.9	4.8	2.4	7.3	5.6	4.5	2.3
Suburban	6.5	5.1	3.9	1.3	6.1	4.8	3.6	1.3	6.0	4.5	3.7	1.4
Rural	7.3	5.8	4.2	1.5	7.3	6.3	3.6	1.3	7.1	5.9	3.8	1.0
Household income												
Less than $7,500	10.9	6.6	8.7	4.8	12.3	9.9	7.3	3.8	12.2	8.6	8.7	2.7
$7,500–14,999	9.9	7.5	6.4	3.4	9.9	7.6	6.3	3.0	10.7	8.1	7.0	2.7
$15,000–24,999	10.3	8.2	6.4	2.3	10.2	7.6	6.7	3.5	10.4	8.1	6.5	3.0
$25,000–34,999	10.9	8.6	6.9	3.0	10.8	8.4	6.8	2.9	10.7	8.5	6.5	2.5
$35,000–49,999	9.3	7.4	5.6	2.0	9.5	7.6	5.7	2.4	9.2	6.6	6.3	2.8
$50,000–74,999	10.1	8.3	5.8	2.3	10.0	8.3	5.5	2.2	9.3	7.7	5.2	2.4
$75,000 or more	12.6	10.6	7.1	2.0	11.5	10.0	5.7	2.1	10.9	9.0	6.3	2.5

See notes at end of table.

BEST COPY AVAILABLE

Table S2.2. Standard errors for table 2.2: Rate of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	1998				1999				2000			
	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	4.8	3.3	3.1	1.7	4.3	3.4	2.4	1.0	3.8	3.0	2.1	0.8
Sex												
Male	6.4	4.4	4.3	2.5	5.7	4.4	3.3	1.4	5.2	3.9	3.2	1.4
Female	5.7	4.0	3.6	1.9	5.4	4.3	2.9	1.2	4.7	3.9	2.3	0.7
Age												
12–14	6.1	4.2	3.8	1.9	6.7	5.2	4.0	1.8	5.6	4.2	3.4	1.2
15–18	5.9	4.1	4.0	2.4	4.6	3.7	2.4	0.9	4.5	3.7	2.4	1.0
Race/ethnicity												
White	5.6	3.9	3.7	1.9	5.2	4.1	2.9	1.0	4.6	3.6	2.6	0.8
Black	9.7	6.9	6.4	4.3	9.5	7.3	6.0	3.3	8.0	6.4	4.7	1.9
Hispanic	9.0	5.8	6.5	4.4	7.3	5.9	4.1	2.2	7.6	5.5	5.1	3.0
Other	15.4	12.3	9.0	5.5	13.9	11.3	7.9	3.2	10.5	9.3	4.7	2.3
Urbanicity												
Urban	8.3	5.7	5.8	3.6	7.1	5.8	3.8	1.9	6.1	4.9	3.3	1.8
Suburban	6.0	4.2	3.9	2.1	5.5	4.2	3.2	1.4	5.0	3.9	2.9	1.0
Rural	7.0	5.1	4.4	2.2	7.7	6.2	4.2	1.1	7.2	5.6	4.2	1.4
Household income												
Less than $7,500	16.8	10.6	13.0	8.5	15.1	10.0	11.3	6.3	13.8	10.1	9.4	4.3
$7,500–14,999	13.3	9.0	10.0	5.2	10.3	7.9	6.5	2.4	10.0	7.3	6.7	2.7
$15,000–24,999	11.4	7.8	8.0	5.1	9.8	7.8	5.8	2.8	10.0	8.1	5.6	2.2
$25,000–34,999	10.7	7.2	7.7	5.2	8.9	7.2	5.0	1.2	8.9	6.6	5.7	2.4
$35,000–49,999	9.3	7.2	5.7	3.7	9.7	7.5	5.9	2.1	8.7	6.6	5.4	2.1
$50,000–74,999	8.7	5.9	5.9	3.3	9.0	6.9	5.4	2.9	8.5	7.0	4.6	2.0
$75,000 or more	9.2	6.9	5.6	3.1	9.2	8.1	4.0	2.0	7.6	6.4	3.8	1.6

See notes at end of table.

Table S2.2. Standard errors for table 2.2: Rate of nonfatal crimes against students ages 12–18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001—Continued

	2001			
Student characteristics	Total	Theft	Violent	Serious violent
Total	3.9	2.9	2.2	0.9
Sex				
Male	5.2	3.9	3.0	1.3
Female	4.9	3.7	2.8	1.2
Age				
12–14	5.6	4.1	3.5	1.4
15–18	4.5	3.6	2.5	1.1
Race/ethnicity				
White	4.8	3.7	2.7	1.0
Black	7.4	5.6	4.5	2.3
Hispanic	11.9	11.3	3.3	2.3
Other	7.6	5.1	5.3	2.7
Urbanicity				
Urban	6.3	4.8	3.9	1.8
Suburban	5.0	3.9	2.9	1.2
Rural	6.9	5.4	4.1	1.7
Household income				
Less than $7,500	14.4	10.2	10.1	5.8
$7,500–14,999	9.9	7.6	6.2	2.4
$15,000–24,999	9.9	6.7	7.1	3.1
$25,000–34,999	8.9	6.8	5.6	2.0
$35,000–49,999	8.9	6.5	5.8	3.0
$50,000–74,999	8.2	7.0	4.0	2.0
$75,000 or more	8.0	6.5	4.4	1.5

†Not applicable.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Population sizes are 23,740,000 students ages 12–18 in 1992; 24,558,000 in 1993; 25,327,000 in 1994; 25,715,000 in 1995; 26,151,000 in 1996; 26,548,000 in 1997; 26,806,000 in 1998; 27,013,000 in 1999; 27,169,000 in 2000, and 27,380,000 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2001.

Table S2.3. Standard errors for table 2.3: Number of nonfatal crimes against students ages 12–18 occurring away from school, by type of crime and selected student characteristics: 1992–2001

	1992				1993				1994			
Student characteristics	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	193,820	123,910	127,290	78,020	152,470	98,100	99,400	64,490	134,190	82,740	89,860	56,760
Sex												
Male	140,430	92,750	90,880	56,450	109,140	71,190	71,480	48,610	95,760	58,520	65,980	43,260
Female	109,740	68,810	75,630	47,110	87,720	56,990	58,420	36,460	76,340	49,480	50,640	31,880
Age												
12–14	106,380	73,970	66,140	41,110	80,910	55,260	51,410	33,710	68,930	45,640	45,090	26,970
15–18	143,320	88,270	98,850	61,410	114,950	72,680	77,330	50,810	102,070	61,870	70,520	47,000
Race/ethnicity												
White	154,560	101,040	100,510	57,770	119,490	76,560	79,230	47,240	104,620	65,720	69,990	41,250
Black	58,550	38,950	39,640	29,570	52,300	35,170	34,720	27,310	42,100	26,870	29,410	22,690
Hispanic	52,580	32,420	38,210	26,400	40,170	26,850	27,260	21,800	38,210	24,250	26,980	20,450
Other	28,790	18,600	20,730	15,200	18,350	14,490	10,470	7,820	16,820	11,280	11,790	8,050
Urbanicity												
Urban	99,540	63,680	67,780	42,600	81,300	51,860	55,320	38,540	67,510	41,610	47,200	32,490
Suburban	126,290	83,390	82,260	50,710	91,660	60,880	59,550	39,190	85,110	52,770	58,370	36,750
Rural	61,700	39,890	42,770	27,800	55,390	37,070	36,820	21,930	45,560	31,440	29,340	18,360
Household income												
Less than $7,500	52,270	35,520	34,870	21,100	42,740	26,240	31,080	19,650	34,450	21,730	24,590	17,660
$7,500–14,999	60,760	36,000	45,120	32,940	46,810	32,390	30,340	22,500	36,420	22,720	26,150	18,360
$15,000–24,999	67,810	40,810	49,530	30,100	50,530	32,070	35,460	23,910	38,360	23,330	28,000	17,850
$25,000–34,999	61,480	38,000	44,240	27,460	47,290	32,180	31,190	21,390	41,500	26,610	28,900	18,860
$35,000–49,999	59,910	40,440	39,930	21,850	49,780	31,820	34,750	23,210	41,850	27,110	28,870	18,740
$50,000–74,999	51,800	38,420	31,080	18,670	40,150	29,130	24,820	16,310	41,310	28,100	27,190	17,410
$75,000 or more	40,540	31,030	23,550	13,900	29,510	21,190	18,850	11,230	30,850	21,610	20,040	12,770

See notes at end of table.

Table S2.3. Standard errors for table 2.3: Number of nonfatal crimes against students ages 12–18 occurring away from school, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	1995 Total	1995 Theft	1995 Violent	1995 Serious violent	1996 Total	1996 Theft	1996 Violent	1996 Serious violent	1997 Total	1997 Theft	1997 Violent	1997 Serious violent
Total	126,520	83,180	81,020	46,650	132,260	89,160	82,400	52,210	147,650	94,140	94,300	54,410
Sex												
Male	90,390	58,790	59,620	35,460	97,990	66,500	61,680	39,730	103,690	67,780	66,720	39,020
Female	73,320	50,240	46,360	26,450	72,590	49,790	46,000	29,380	84,290	54,470	55,860	33,330
Age												
12–14	64,900	44,650	41,160	23,230	68,640	48,920	41,670	26,600	72,930	50,320	45,670	27,080
15–18	97,480	63,580	63,840	37,930	101,250	67,210	65,150	41,890	113,410	71,320	75,180	44,090
Race/ethnicity												
White	98,390	66,240	62,300	35,380	102,430	69,440	64,380	38,090	113,860	73,230	73,840	42,290
Black	42,540	28,390	28,610	16,690	45,070	30,440	29,930	22,680	48,310	33,100	31,540	19,970
Hispanic	34,080	20,620	25,180	16,430	35,640	24,940	23,090	17,070	41,650	27,170	28,850	18,380
Other	18,120	13,310	11,470	7,730	18,770	14,740	10,740	8,340	15,370	11,100	10,120	6,270
Urbanicity												
Urban	65,540	42,830	43,860	26,810	66,050	43,640	43,820	31,060	75,050	48,910	49,820	33,060
Suburban	79,920	54,450	50,600	29,810	84,280	58,030	52,680	32,320	92,330	61,160	59,220	32,910
Rural	43,750	29,190	29,400	16,110	47,740	34,360	29,340	17,750	48,430	31,420	33,370	18,610
Household income												
Less than $7,500	32,900	22,020	22,400	13,710	31,700	20,780	22,100	17,930	26,350	18,740	17,180	10,170
$7,500–14,999	38,310	24,180	27,260	16,590	39,790	26,900	26,600	20,140	43,990	25,190	33,470	22,610
$15,000–24,999	41,520	30,550	24,940	15,530	42,270	27,290	29,420	18,570	40,710	28,590	26,170	16,140
$25,000–34,999	37,450	25,040	25,340	14,510	37,290	27,080	23,020	14,300	42,630	28,010	29,290	16,970
$35,000–49,999	41,260	27,390	27,940	17,240	42,130	29,450	27,060	14,460	47,740	35,610	27,990	16,980
$50,000–74,999	39,040	26,490	25,950	16,520	38,240	29,100	22,020	14,780	44,050	28,110	30,990	17,860
$75,000 or more	30,540	20,300	21,010	10,030	34,190	27,260	18,260	9,110	40,430	27,820	26,620	16,740

See notes at end of table.

BEST COPY AVAILABLE

Table S2.3. Standard errors for table 2.3: Number of nonfatal crimes against students ages 12–18 occurring away from school, by type of crime and selected student characteristics: 1992–2001—Continued

	1998				1999				2000			
Student characteristics	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	143,160	89,240	92,110	53,370	113,540	73,780	74,210	45,800	115,740	78,820	70,980	41,140
Sex												
Male	100,920	63,870	65,420	41,450	81,830	52,350	54,930	35,090	82,820	56,670	51,550	31,640
Female	79,870	50,530	52,580	27,620	65,650	44,420	42,080	25,310	66,620	46,230	41,350	22,820
Age												
12–14	65,420	45,880	39,010	22,650	57,810	41,370	34,880	21,230	57,670	42,440	33,450	22,230
15–18	112,950	67,820	76,230	45,060	88,320	55,010	60,540	38,120	90,270	59,900	57,830	32,110
Race/ethnicity												
White	109,800	69,270	71,000	39,070	85,840	56,960	55,480	32,530	89,460	60,780	55,870	31,510
Black	43,440	28,950	28,330	19,970	38,810	25,270	26,580	18,320	38,860	25,770	26,210	17,560
Hispanic	37,640	21,680	27,950	18,790	35,690	22,580	25,160	18,550	32,300	24,880	18,210	11,130
Other	19,840	15,540	11,000	6,980	14,280	10,480	9,050	5,920	13,080	9,900	8,020	4,250
Urbanicity												
Urban	71,190	43,110	49,070	31,340	55,720	35,610	38,090	28,020	56,790	39,980	35,020	20,810
Suburban	93,720	59,630	60,740	35,000	78,220	51,270	51,410	29,730	77,920	51,750	50,310	30,000
Rural	39,100	28,060	23,560	12,310	34,360	24,360	21,650	11,450	36,310	27,550	20,800	11,860
Household income												
Less than $7,500	23,220	13,280	17,740	11,420	26,270	16,630	18,790	12,730	21,630	14,480	14,940	9,460
$7,500–14,999	40,430	25,540	27,870	14,030	27,580	20,010	17,110	13,200	22,260	15,130	15,120	11,090
$15,000–24,999	42,470	27,260	28,770	19,650	31,030	20,080	21,610	13,010	37,550	28,120	21,910	12,150
$25,000–34,999	41,160	25,870	28,470	20,100	33,570	22,880	22,140	10,920	34,700	22,000	24,530	15,880
$35,000–49,999	44,300	32,010	26,200	17,440	34,870	24,240	22,470	14,200	37,990	24,620	26,230	13,150
$50,000–74,999	39,790	24,150	28,370	15,810	35,770	23,040	24,830	17,870	34,820	24,990	21,660	14,340
$75,000 or more	38,060	26,860	23,470	13,550	37,800	25,830	24,700	15,250	35,730	26,660	21,040	11,580

See notes at end of table.

Table S2.3. Standard errors for table 2.3: Number of nonfatal crimes against students ages 12–18 occurring away from school, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	2001			
	Total	Theft	Violent	Serious violent
Total	104,810	71,430	63,600	35,620
Sex				
Male	72,140	50,380	43,710	26,410
Female	62,850	42,780	39,670	21,030
Age				
12–14	48,920	34,780	29,860	15,110
15–18	83,810	57,010	51,830	30,740
Race/ethnicity				
White	80,420	56,450	48,010	24,720
Black	34,410	21,140	24,840	17,290
Hispanic	13,450	10,140	8,250	4,630
Other	32,010	23,350	19,500	12,580
Urbanicity				
Urban	53,100	35,610	34,480	22,100
Suburban	65,720	46,310	39,650	21,630
Rural	36,830	26,270	22,870	11,730
Household income				
Less than $7,500	22,120	14,370	15,630	11,340
$7,500–14,999	23,600	16,320	15,650	9,550
$15,000–24,999	29,590	19,220	20,580	13,090
$25,000–34,999	25,680	16,990	17,700	10,690
$35,000–49,999	32,980	24,840	19,140	11,270
$50,000–74,999	28,250	22,820	14,610	6,940
$75,000 or more	36,350	24,320	24,280	12,550

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Population sizes are 23,740,000 students ages 12–18 in 1992; 24,558,000 in 1993; 25,327,000 in 1994; 25,715,000 in 1995; 26,151,000 in 1996; 26,548,000 in 1997; 26,806,000 in 1998; 27,013,000 in 1999; 27,169,000 in 2000, and 27,380,000 in 2001. Standard errors are rounded to the nearest 10.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2001.

Table S2.4. Standard errors for table 2.4: Rate of nonfatal crimes against students ages 12–18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001

Student characteristics	1992 Total	1992 Theft	1992 Violent	1992 Serious violent	1993 Total	1993 Theft	1993 Violent	1993 Serious violent	1994 Total	1994 Theft	1994 Violent	1994 Serious violent
Total	7.1	4.8	4.9	3.2	5.4	3.7	3.7	2.5	4.5	3.0	3.2	2.1
Sex												
Male	9.8	7.0	6.8	4.4	7.4	5.2	5.2	3.7	6.3	4.1	4.6	3.2
Female	8.5	5.6	6.1	4.0	6.5	4.5	4.6	3.0	5.5	3.8	3.8	2.5
Age												
12–14	8.8	6.4	5.8	3.7	6.5	4.6	4.3	2.9	5.4	3.7	3.7	2.3
15–18	9.5	6.3	7.0	4.5	7.3	5.0	5.3	3.6	6.2	4.1	4.6	3.2
Race/ethnicity												
White	8.3	5.8	5.7	3.4	6.2	4.3	4.4	2.7	5.3	3.6	3.8	2.3
Black	13.5	9.5	9.6	7.3	11.5	8.3	8.2	6.6	9.5	6.4	7.0	5.5
Hispanic	17.6	11.6	13.4	9.6	12.6	8.9	9.0	7.4	10.7	7.3	8.0	6.2
Other	29.7	20.4	22.5	16.9	18.5	15.0	11.1	8.4	16.1	11.2	11.7	8.2
Urbanicity												
Urban	13.5	9.4	9.9	6.5	10.3	7.2	7.6	5.5	8.5	5.6	6.3	4.5
Suburban	9.4	6.6	6.5	4.2	6.9	4.9	4.8	3.2	6.1	4.1	4.5	2.9
Rural	9.8	6.6	7.0	4.7	8.0	5.6	5.6	3.4	6.4	4.6	4.3	2.8
Household income												
Less than $7,500	22.1	16.2	15.9	10.1	17.5	11.8	13.6	9.1	15.4	10.5	11.7	8.7
$7,500–14,999	17.5	11.2	13.7	10.3	14.6	10.8	10.2	7.8	11.9	7.9	9.0	6.5
$15,000–24,999	17.5	11.4	13.6	8.7	12.3	8.4	9.2	6.4	9.4	6.0	7.1	4.7
$25,000–34,999	15.2	10.1	11.5	7.4	11.4	8.2	8.0	5.6	10.4	7.1	7.6	5.2
$35,000–49,999	12.7	9.0	8.9	5.0	10.4	7.0	7.6	5.3	8.4	5.7	6.0	4.0
$50,000–74,999	13.8	10.6	8.8	5.4	9.8	7.3	6.3	4.3	9.2	6.6	6.4	4.2
$75,000 or more	19.6	15.6	12.2	7.4	12.8	9.6	8.6	5.3	11.4	8.3	7.8	5.1

See notes at end of table.

Table S2.4. Standard errors for table 2.4: Rate of nonfatal crimes against students ages 12–18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001—Continued

	1995				1996				1997			
Student characteristics	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	4.3	3.0	2.9	1.8	4.5	3.2	2.9	1.9	4.7	3.2	3.2	2.0
Sex												
Male	6.0	4.1	4.2	2.6	6.3	4.6	4.3	2.8	6.4	4.5	4.5	2.7
Female	5.3	3.8	3.5	2.1	5.2	3.7	3.4	2.3	5.8	3.9	4.0	2.5
Age												
12–14	5.1	3.6	3.4	2.0	5.4	4.0	3.4	2.2	5.6	4.0	3.7	2.3
15–18	6.0	4.2	4.2	2.6	6.1	4.3	4.2	2.8	6.4	4.4	4.6	2.8
Race/ethnicity												
White	5.1	3.6	3.4	2.0	5.2	3.7	3.5	2.1	5.0	3.9	3.9	2.3
Black	9.4	6.6	6.7	4.0	10.2	7.2	7.1	5.5	9.1	7.5	7.2	4.7
Hispanic	9.4	6.0	7.2	4.8	9.3	6.7	6.3	4.7	9.9	7.0	7.4	4.9
Other	15.6	11.8	10.3	7.1	16.1	13.0	9.7	7.6	1.1	9.2	8.5	5.3
Urbanicity												
Urban	8.1	5.6	5.8	3.7	8.0	5.6	5.7	4.1	8.5	6.0	6.1	4.2
Suburban	5.7	4.1	3.8	2.3	5.7	4.1	3.8	2.4	6.0	4.3	4.1	2.4
Rural	6.5	4.5	4.5	2.6	7.4	5.6	4.8	3.0	7.6	5.2	5.5	3.1
Household income												
Less than $7,500	16.2	11.7	11.9	7.6	17.3	12.2	12.9	10.7	17.4	13.0	12.0	7.3
$7,500–14,999	12.0	8.1	9.0	5.7	12.7	9.1	9.0	7.0	14.0	8.8	11.3	8.0
$15,000–24,999	10.8	8.4	7.0	4.5	10.6	7.3	7.8	5.1	10.7	7.9	7.3	4.6
$25,000–34,999	9.6	6.7	6.8	4.0	10.0	7.6	6.5	4.2	11.1	7.7	8.0	4.8
$35,000–49,999	7.9	5.5	5.6	3.5	8.4	6.1	5.6	3.1	9.6	7.4	6.0	3.7
$50,000–74,999	8.6	6.1	6.0	3.9	8.1	6.4	4.9	3.4	8.8	5.9	6.4	3.8
$75,000 or more	9.8	6.8	7.0	3.5	9.9	8.2	5.6	2.9	10.1	7.3	7.0	4.5

See notes at end of table.

BEST COPY AVAILABLE

Table S2.4. Standard errors for table 2.4: Rate of nonfatal crimes against students ages 12–18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001—Continued

	1998				1999				2000			
Student characteristics	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	4.8	3.3	3.1	1.7	3.9	2.6	2.6	1.7	3.9	2.8	2.5	1.5
Sex												
Male	6.4	4.4	4.3	2.5	5.4	3.6	3.8	2.5	5.4	3.8	3.5	2.2
Female	5.7	4.0	3.6	1.9	4.7	3.3	3.1	1.9	4.7	3.4	3.0	1.7
Age												
12–14	6.1	4.2	3.8	1.9	4.6	3.3	2.8	1.8	4.5	3.4	2.7	1.8
15–18	5.9	4.1	4.0	2.4	5.4	3.5	3.8	2.5	5.4	3.7	3.6	2.1
Race/ethnicity												
White	5.6	3.9	3.7	1.9	4.6	3.2	3.1	1.8	4.7	3.3	3.0	1.8
Black	9.7	6.9	6.4	4.3	8.6	5.8	6.1	4.3	8.4	5.8	5.9	4.0
Hispanic	9.0	5.8	6.5	4.4	8.3	5.5	6.0	4.5	7.6	6.0	4.4	3.6
Other	15.4	12.3	9.0	5.5	11.3	8.5	7.3	4.9	10.8	8.3	6.7	2.8
Urbanicity												
Urban	8.3	5.7	5.8	3.6	6.9	4.6	4.9	3.7	6.8	5.0	4.4	2.7
Suburban	6.0	4.2	3.9	2.1	5.1	3.5	3.5	2.1	5.0	3.5	3.4	2.1
Rural	7.0	5.1	4.4	2.2	6.0	4.3	3.9	2.1	6.4	5.0	3.8	2.2
Household income												
Less than $7,500	16.8	10.6	13.0	8.5	20.7	14.1	15.7	11.0	19.3	13.6	14.0	9.1
$7,500–14,999	13.3	9.0	10.0	5.2	12.0	9.0	7.8	6.1	10.8	7.5	7.5	5.6
$15,000–24,999	11.4	7.8	8.0	5.1	9.1	6.1	6.5	4.0	11.6	9.0	7.2	4.1
$25,000–34,999	10.7	7.2	7.7	5.2	9.5	6.7	6.5	3.3	10.1	6.7	7.4	4.9
$35,000–49,999	9.3	7.2	5.7	3.7	8.0	5.7	5.3	3.4	8.5	5.8	6.1	3.2
$50,000–74,999	8.7	5.9	5.9	3.3	7.4	4.9	5.3	3.9	7.2	5.3	4.6	3.1
$75,000 or more	9.2	6.9	5.6	3.1	7.6	5.3	5.1	3.2	6.7	5.1	4.1	2.3

See notes at end of table.

Table S2.4. Standard errors for table 2.4: Rate of nonfatal crimes against students ages 12–18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992–2001—Continued

Student characteristics	2001			
	Total	Theft	Violent	Serious violent
Total	3.5	2.5	2.2	1.3
Sex				
Male	4.7	3.4	3.0	1.8
Female	4.4	3.1	2.9	1.6
Age				
12–14	3.8	2.8	2.4	1.2
15–18	5.0	3.5	3.2	2.0
Race/ethnicity				
White	4.2	3.0	2.6	1.4
Black	7.4	4.7	5.5	3.9
Hispanic	11.2	8.6	7.0	4.0
Other	7.1	5.3	4.5	2.9
Urbanicity				
Urban	6.4	4.5	4.3	2.9
Suburban	4.2	3.1	2.6	1.5
Rural	6.4	4.7	4.1	2.1
Household income				
Less than $7,500	22.9	15.9	17.1	12.8
$7,500–14,999	11.8	8.4	8.1	5.0
$15,000–24,999	9.6	6.4	6.9	4.5
$25,000–34,999	7.9	5.4	5.6	3.4
$35,000–49,999	8.1	6.3	4.9	2.9
$50,000–74,999	5.9	4.9	3.2	1.5
$75,000 or more	6.3	4.3	4.3	2.3

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Population sizes are 23,740,000 students ages 12–18 in 1992; 24,558,000 in 1993; 25,327,000 in 1994; 25,715,000 in 1995; 26,151,000 in 1996; 26,548,000 in 1997; 26,806,000 in 1998; 27,013,000 in 1999; 27,169,000 in 2000, and 27,380,000 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2001.

Table S3.1. Standard errors for table 3.1: Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student characteristics: 1995, 1999, and 2001

Student characteristics	1995				1999				2001			
	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	0.35	0.29	0.21	0.09	0.35	0.32	0.18	0.09	0.31	0.24	0.19	0.08
Sex												
Male	0.46	0.38	0.27	0.14	0.46	0.41	0.26	0.12	0.41	0.34	0.26	0.11
Female	0.47	0.41	0.25	0.10	0.46	0.43	0.22	0.12	0.39	0.33	0.24	0.12
Race/ethnicity												
White	0.37	0.32	0.23	0.09	0.44	0.43	0.22	0.09	0.39	0.30	0.24	0.08
Black	1.04	0.85	0.61	0.31	0.85	0.77	0.55	0.33	0.78	0.68	0.40	0.25
Hispanic	0.90	0.78	0.43	0.30	0.77	0.61	0.38	0.22	0.64	0.69	0.41	0.33
Other	1.54	1.40	0.87	0.34	1.28	0.98	0.81	†	0.91	0.87	0.31	†
Grade												
6th	0.97	0.66	0.73	0.42	1.24	0.97	0.76	0.40	0.90	0.70	0.66	0.14
7th	0.81	0.71	0.54	0.24	0.81	0.73	0.43	0.27	0.66	0.51	0.47	0.24
8th	0.78	0.72	0.44	0.23	0.84	0.81	0.44	0.22	0.61	0.50	0.34	0.14
9th	0.88	0.77	0.50	0.21	0.79	0.71	0.47	0.18	0.81	0.76	0.46	0.31
10th	0.76	0.72	0.36	0.17	0.82	0.73	0.39	0.23	0.77	0.72	0.31	0.18
11th	0.74	0.66	0.40	0.16	0.88	0.67	0.58	0.14	0.62	0.57	0.39	0.15
12th	0.74	0.67	0.41	0.21	0.81	0.71	0.31	0.15	0.52	0.45	0.31	0.17
Urbanicity												
Urban	0.64	0.51	0.40	0.24	0.69	0.59	0.38	0.19	0.58	0.52	0.29	0.15
Suburban	0.49	0.40	0.30	0.12	0.43	0.36	0.26	0.11	0.40	0.32	0.20	0.09
Rural	0.79	0.66	0.31	0.10	0.96	0.95	0.50	0.18	0.93	0.65	0.64	0.24
Sector												
Public	0.38	0.32	0.22	0.10	0.37	0.34	0.20	0.10	0.34	0.26	0.20	0.09
Private	0.90	0.74	0.45	0.11	0.80	0.78	0.16	†	0.72	0.67	0.32	†

†Not applicable.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Population sizes for students ages 12–18 are 23,601,000 in 1995, 24,614,000 in 1999, and 24,315,000 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995, 1999, and 2001.

Table S4.1. Standard errors for table 4.1: Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student characteristics: Selected years 1993–2001

Student characteristics	1993	1995	1997	1999[1]	2001
Total	0.44	0.52	0.45	0.42	0.55
Sex					
Male	0.64	0.57	0.71	0.80	0.66
Female	0.40	0.68	0.32	0.64	0.52
Race/ethnicity					
White	†	†	†	0.35	0.66
Black	†	†	†	0.85	0.71
Hispanic	†	†	†	1.09	1.05[1]
Asian	†	†	†	1.05	2.73
American Indian	†	†	†	5.45	4.57
Pacific Islander	†	†	†	4.46	7.16
More than one race	†	†	†	1.22	2.33
Grade					
9th	0.92	0.96	1.02	0.95	0.89
10th	0.59	1.03	1.14	0.92	0.75
11th	0.64	0.64	0.70	0.46	0.65
12th	0.62	0.57	0.80	0.79	0.52

†Not applicable.

[1] Revised from previously published estimates.

NOTE: "On school property" was not defined for survey respondents. Population sizes from the *Digest of Education Statistics 2002* (NCES 2003–060) for students in grades 9 through 12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; and 14,998,000 (projected) in 2001.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

BEST COPY AVAILABLE

Table S5.1. Standard errors for table 5.1: Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by selected student characteristics: Selected years 1993–2001

Student characteristics	Anywhere					On school property				
	1993	1995	1997	1999[1]	2001	1993	1995	1997	1999[1]	2001
Total	0.99	1.14	1.01	1.17	0.71	0.59	0.79	0.64	0.62	0.49
Sex										
Male	1.05	1.09	1.07	1.27	0.84	0.71	0.90	1.04	0.66	0.74
Female	1.19	1.49	1.26	1.70	0.95	0.73	1.03	0.78	0.95	0.47
Race/ethnicity										
White	†	†	†	1.45	0.95	†	†	†	0.86	0.60
Black	†	†	†	3.12	1.60	†	†	†	1.51	1.26
Hispanic	†	†	†	1.65	0.91[1]	†	†	†	0.91	0.89[1]
Asian	†	†	†	2.71	2.73	†	†	†	0.95	1.92
American Indian	†	†	†	6.78	6.58	†	†	†	5.23	4.41
Pacific Islander	†	†	†	3.42	6.25	†	†	†	4.60	7.63
More than one race	†	†	†	2.76	2.85	†	†	†	2.40	1.97
Grade										
9th	1.54	2.22	1.98	1.96	1.27	1.55	1.79	1.29	1.02	0.77
10th	1.45	1.49	1.91	2.11	1.37	1.07	1.57	1.67	1.23	0.88
11th	1.52	1.48	1.72	1.55	1.10	1.27	1.00	0.87	1.01	0.71
12th	1.56	1.71	1.36	1.91	1.01	0.66	0.73	0.73	1.00	0.56

†Not applicable.

[1] Revised from previously published estimates.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times in the last 12 months they had been in a physical fight. Population sizes from the *Digest of Education Statistics 2002* (NCES 2003–060) for students in grades 9 through 12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; and 14,998,000 (projected) in 2001.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Table S6.1. Standard errors for table 6.1: Percentage of students ages 12–18 who reported being bullied at school during the previous 6 months, by selected student characteristics: 1999 and 2001

Student characteristics	1999	2001
Total	0.27	0.31
Sex		
Male	0.38	0.49
Female	0.38	0.40
Race/ethnicity		
White	0.32	0.37
Black	0.74	0.81
Hispanic	0.69	0.85
Other	0.77	1.19
Grade		
6th	1.27	1.28
7th	0.76	0.95
8th	0.60	0.85
9th	0.61	0.79
10th	0.45	0.58
11th	0.45	0.62
12th	0.38	0.53
Urbanicity		
Urban	0.52	0.56
Suburban	0.35	0.45
Rural	0.69	0.88
Sector		
Public	0.28	0.33
Private	0.57	0.93

NOTE: In the 1999 survey, "at school" was defined as in the school building, on the school grounds, or on a school bus. In the 2001 survey, "at school" was defined as in the school building, on school property, on a school bus, or going to and from school. Population sizes for students ages 12–18 are 24,614,000 in 1999 and 24,315,000 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 and 2001.

Table S7.1. Standard errors for table 7.1: Number and percentage of public schools with various types of crime and number of incidents, by selected school characteristics: 1999–2000

School characteristics	Violent: Number of schools	Violent: Percent of schools	Violent: Number of incidents	Serious violent: Number of schools	Serious violent: Percent of schools	Serious violent: Number of incidents	Theft: Number of schools	Theft: Percent of schools	Theft: Number of incidents	Other: Number of schools	Other: Percent of schools	Other: Number of incidents
Total	1,120	1.37	103,750	800	0.98	7,040	1,130	1.37	9,210	1,070	1.30	21,300
School level												
Elementary	1,030	2.06	91,180	680	1.37	4,900	970	1.94	4,080	990	1.98	14,380
Middle	270	1.75	28,590	300	1.93	2,120	350	2.25	5,000	220	1.43	10,680
Secondary	230	1.36	9,760	160	1.28	1,920	220	1.65	5,160	200	1.20	7,960
Combined	240	3.80	5,890	180	3.68	2,240	210	4.36	1,270	200	3.50	3,580
Enrollment												
Less than 300	690	3.25	12,150	310	1.58	2,340	630	3.17	3,130	710	3.22	5,160
300–499	730	2.55	57,590	390	1.63	1,760	720	2.85	3,330	600	2.23	11,320
500–999	700	1.90	78,320	610	1.96	4,900	670	2.18	4,350	700	1.76	12,860
1,000 or more	290	2.08	18,270	210	2.23	2,410	190	2.42	5,510	230	1.75	7,790
Urbanicity												
City	570	2.95	58,140	490	2.51	2,750	570	2.92	5,960	410	2.13	10,810
Urban fringe	630	2.38	38,620	470	1.78	3,220	640	2.44	5,400	700	2.64	12,420
Town	440	4.19	41,300	320	3.10	2,150	350	3.38	2,370	410	3.95	5,360
Rural	650	2.51	54,080	280	1.10	2,530	550	2.13	3,140	570	2.21	10,020
Minority enrollment												
0–5 percent	970	2.50	25,900	380	1.44	1,080	730	2.76	3,230	1,170	2.80	10,140
6–20 percent	810	2.96	42,600	390	2.03	2,530	570	3.24	5,460	790	3.08	9,120
21–50 percent	780	2.95	60,330	420	2.50	4,590	600	3.27	4,270	800	3.01	15,650
More than 50 percent	920	2.71	69,010	450	1.74	2,530	740	3.27	5,950	830	2.27	11,490
Free/reduced-price lunch eligibility												
0–20 percent	730	2.60	35,020	390	1.64	1,860	580	2.58	5,110	810	2.65	7,090
21–50 percent	990	2.52	59,710	420	1.28	2,270	720	2.25	5,680	990	2.54	15,200
More than 50 percent	1,120	2.34	77,840	640	2.13	6,900	910	2.57	4,760	1,040	1.88	12,900
Student/teacher ratio												
Less than 12	1,070	2.32	49,460	460	1.50	2,530	630	2.34	4,470	1,040	2.25	12,260
12–16	850	2.27	66,650	490	1.83	4,520	720	2.35	4,940	920	2.09	15,880
More than 16	860	2.49	66,280	510	1.87	2,680	820	2.96	5,880	920	2.39	12,090

NOTE: Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities. Population size is 82,000 public schools. Standard errors for number of schools and number of incidents are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

Table S7.2. Standard errors for table 7.2: Number and percentage of public schools that reported various types of crime to the police and number of incidents, by selected school characteristics: 1999–2000

School characteristics	Violent			Serious violent			Thefts			Other		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Total	1,040	1.26	14,280	680	0.82	2,620	850	1.04	5,560	940	1.14	8,970
School level												
Elementary	930	1.87	11,860	470	0.94	2,020	770	1.54	2,230	920	1.85	6,870
Middle	290	1.89	7,040	270	1.76	1,080	330	2.13	2,960	240	1.57	3,470
Secondary	250	1.78	6,750	160	1.24	1,480	260	1.83	4,010	230	1.46	5,130
Combined	230	4.44	1,160	160	3.45	380	200	4.14	500	220	4.11	1,490
Enrollment												
Less than 300	450	2.37	1,940	280	1.43	550	510	2.54	1,680	500	2.31	2,280
300–499	510	2.16	3,890	350	1.52	1,640	540	2.15	1,900	620	2.45	4,820
500–999	640	2.11	12,440	500	1.64	1,480	530	1.79	2,190	650	1.98	5,240
1,000 or more	200	2.17	6,520	200	2.03	1,490	200	2.68	4,350	240	2.15	4,980
Urbanicity												
City	500	2.59	12,750	440	2.26	2,220	470	2.41	3,230	530	2.76	7,660
Urban fringe	450	1.69	6,330	380	1.45	1,490	440	1.68	3,810	560	2.11	4,180
Town	360	3.49	2,970	240	2.27	540	310	3.01	1,750	420	4.03	2,510
Rural	550	2.12	2,650	230	0.89	490	420	1.62	1,740	660	2.58	4,260
Minority enrollment												
0–5 percent	550	1.97	2,840	230	0.95	590	480	1.66	1,630	760	2.08	4,330
6–20 percent	460	2.19	5,680	280	1.48	790	450	2.39	3,070	670	3.10	4,820
21–50 percent	410	2.34	5,650	340	1.97	1,730	440	2.47	2,750	720	3.25	5,200
More than 50 percent	600	2.27	12,230	400	1.65	1,690	620	2.85	3,220	630	2.54	6,070
Free/reduced-price lunch eligibility												
0–20 percent	480	2.45	5,380	280	1.29	1,040	420	2.17	3,470	640	2.31	3,630
21–50 percent	580	2.00	7,040	310	1.08	1,230	530	1.76	3,210	830	2.21	6,820
More than 50 percent	720	2.25	12,650	490	1.64	2,230	740	2.25	2,530	890	2.31	7,160
Student/teacher ratio												
Less than 12	650	2.07	12,560	320	1.09	760	440	1.53	2,820	720	1.69	6,200
12–16	650	2.04	6,470	390	1.55	1,780	570	2.16	3,650	750	2.26	7,290
More than 16	510	2.18	7,380	410	1.53	1,690	590	2.40	3,460	750	2.53	6,310

NOTE: Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. Principals were asked to report crimes that took place in school buildings, on school grounds, and on school buses during normal school hours and at school-sponsored events or activities. Population size is 82,000 public schools. Standard errors for number of schools and number of incidents are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

BEST COPY AVAILABLE

Table S8.1. Standard errors for table 8.1: Percentage and number of public schools that took a serious disciplinary action, number of actions taken, and percentage distribution of actions according to type, by type of offense: 1999–2000

Type of offense	Schools using a serious disciplinary action		Number of serious disciplinary actions	Percentage distribution of serious disciplinary actions		
	Number of schools	Percent of schools		Suspensions lasting 5 days or more	Removals with no services	Transfers to specialized schools
Total	1,070	1.31	86,940	2.02	2.02	0.51
Physical attacks or fights	840	1.02	27,420	1.78	1.64	0.59
Insubordination	640	0.79	27,720	3.27	3.17	0.76
Threat or intimidation	740	0.91	14,720	1.62	1.28	0.65
Possession or use of alcohol or illegal drugs	630	0.77	4,410	1.77	1.08	1.46
Possession of a weapon other than a firearm	820	1.00	2,250	1.71	1.26	1.44
Distribution of illegal drugs	370	0.46	1,490	2.66	2.01	2.35
Use of a weapon other than a firearm	340	0.42	1,000	6.82	7.86	5.00
Possession of a firearm/explosive device	300	0.37	930	5.07	2.74	3.65
Use of a firearm/explosive device	210	0.25	3,180	23.71	13.27	11.05
Other infractions	670	0.82	35,950	3.76	3.81	0.65

NOTE: Serious disciplinary action includes suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools. Population size is 82,000 public schools. Standard errors for number of schools and number of actions are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999-2000.

Table S9.1. Standard errors for table 9.1: Number of nonfatal crimes against teachers and average annual rate of crimes per 1,000 teachers at school, by type of crime and selected teacher and school characteristics: 1997–2001

Teacher or school characteristics	Total crimes 1997–2001				Average annual rate of crimes per 1,000 teachers			
	Total	Theft	Violent	Serious violent	Total	Theft	Violent	Serious violent
Total	94,580	72,640	53,340	15,560	4.0	3.1	2.3	0.7
Sex								
Male	46,740	29,850	34,020	9,620	8.3	5.4	6.2	1.8
Female	77,610	63,930	38,640	11,990	4.3	3.6	2.2	0.7
Race/ethnicity								
White	86,270	66,380	48,840	14,480	4.4	3.5	2.6	0.8
Black	22,500	19,120	11,240	4,370	10.6	9.0	5.4	2.1
Hispanic	21,070	15,000	14,270	3,180	17.4	12.7	12.1	2.8
Other	5,520	4,110	3,650	†	9.4	7.0	6.3	†
Instructional level								
Elementary	52,640	43,340	27,040	12,330	4.4	3.6	2.3	1.1
Middle/junior high	45,990	34,230	28,540	5,430	9.3	7.1	6.0	1.2
Senior high	52,860	39,900	31,900	7,310	8.2	6.4	5.2	1.2
Urbanicity								
Urban	68,860	51,390	41,540	11,120	6.1	4.6	3.8	1.1
Suburban	46,390	38,070	24,230	9,550	6.3	5.3	3.4	1.4
Rural	27,380	22,000	15,390	†	7.3	5.9	4.2	†

†Not applicable.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, at work site, or while working. For thefts, "while working" was not considered since thefts of teachers' property kept at school can occur when teachers are not present. The data were aggregated from 1997–2001 due to the small number of teachers in each year's sample. On average, there were about 4.4 million teachers per year over the 5-year period for a total population size of 22,220,000 teachers. The population reported here includes teachers from any sector, part-time teachers, and other instructional and support staff. Standard errors for crime numbers are rounded to the nearest 10.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1997–2001.

Table S10.1. Standard errors for table 10.1: Percentage and number of public and private school teachers who reported that they were threatened with injury by a student during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000

	1993–94								1999–2000							
	Percent				Number				Percent				Number			
Teacher or school characteristics	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural
Total	0.23	0.40	0.40	0.29	7,040	4,360	3,840	3,550	0.20	0.45	0.24	0.35	7,090	4,890	4,570	2,600
Sex																
Male	0.40	0.87	0.61	0.51	3,870	2,470	1,720	1,760	0.38	0.93	0.44	0.60	3,610	2,600	2,100	1,310
Female	0.20	0.59	0.47	0.30	5,530	3,830	3,300	2,640	0.20	0.44	0.31	0.40	5,490	3,470	4,210	2,190
Race/ethnicity																
White	0.24	0.54	0.43	0.30	6,280	3,870	3,720	3,400	0.19	0.50	0.24	0.36	5,670	4,050	4,070	2,430
Black	0.61	0.90	1.30	1.16	1,400	1,190	630	500	0.84	1.27	0.99	1.78	2,150	1,710	820	620
Hispanic	1.32	2.10	1.40	1.94	1,840	1,650	490	450	1.01	1.53	1.54	2.33	1,980	1,560	1,190	430
Other	1.08	2.02	2.08	1.26	680	510	420	200	0.98	1.77	1.41	1.39	850	580	530	190
Instructional level																
Elementary	0.30	0.67	0.52	0.38	4,480	3,400	2,700	2,290	0.29	0.60	0.41	0.52	5,560	3,770	3,800	2,120
Secondary	0.28	0.49	0.51	0.42	5,380	2,780	2,790	2,450	0.26	0.56	0.36	0.42	4,360	2,780	2,870	1,560
Sector																
Public	0.26	0.56	0.42	0.32	6,960	4,420	3,450	3,500	0.22	0.55	0.27	0.37	7,060	4,860	4,430	2,570
Private	0.29	0.38	0.67	0.61	1,100	610	990	480	0.35	0.46	0.47	0.95	1,700	1,000	950	540

NOTE: Population sizes for teachers are 2,940,000 in 1993–94 and 3,451,000 in 1999–2000. Standard error numbers are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public, Private and Charter Teacher and School Surveys," 1993–94 and 1999–2000.

Table S10.2. Standard errors for table 10.2: Percentage and number of public and private school teachers who reported that they were physically attacked by a student during the previous 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000

	1993–94								1999–2000							
	Percent				Number				Percent				Number			
Teacher or school characteristics	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural
Total	0.13	0.23	0.20	0.18	3,890	2,230	2,300	1,920	0.14	0.32	0.19	0.21	4,820	3,320	3,450	1,590
Sex																
Male	0.21	0.58	0.29	0.26	1,760	1,350	740	900	0.22	0.61	0.36	0.29	1,990	1,580	1,630	590
Female	0.18	0.34	0.31	0.22	3,840	2,220	2,170	1,640	0.17	0.39	0.23	0.27	4,390	3,010	3,040	1,470
Race/ethnicity																
White	0.16	0.31	0.20	0.19	3,970	2,160	2,100	1,940	0.13	0.33	0.19	0.21	3,810	2,450	2,980	1,460
Black	0.40	0.69	1.18	0.71	860	830	530	310	0.59	0.89	0.73	1.50	1,540	1,270	610	500
Hispanic	0.99	1.57	1.14	0.66	1,260	1,170	380	130	0.83	1.41	1.20	0.81	1,660	1,450	930	140
Other	0.76	1.60	1.52	0.79	450	340	300	120	0.54	1.07	0.78	0.83	460	350	270	110
Instructional level																
Elementary	0.20	0.43	0.32	0.27	3,250	2,170	1,700	1,560	0.23	0.52	0.31	0.37	4,360	3,080	3,020	1,350
Secondary	0.14	0.25	0.26	0.20	1,980	1,030	1,190	1,120	0.14	0.30	0.19	0.20	2,270	1,430	1,530	720
Sector																
Public	0.14	0.29	0.27	0.19	3,690	2,350	2,130	1,890	0.15	0.39	0.22	0.23	4,630	3,230	3,450	1,600
Private	0.23	0.31	0.46	0.56	850	500	660	420	0.22	0.29	0.38	0.58	1,070	630	770	320

NOTE: Population sizes for teachers are 2,940,000 in 1993–94 and 3,451,000 in 1999–2000. Standard error numbers are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public, Private and Charter Teacher and School Surveys," 1993–94 and 1999–2000.

BEST COPY AVAILABLE

Table S11.1. Standard errors for table 11.1: Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by selected student characteristics: Selected years 1993–2001

Student characteristics	Anywhere					On school property				
	1993	1995	1997	1999[1]	2001	1993	1995	1997	1999[1]	2001
Total	1.18	0.66	0.91	0.97	0.99	0.73	0.45	0.79[1]	0.60	0.52
Sex										
Male	1.68	1.03	1.57	1.71	1.67	0.96	0.76	1.50	1.07	0.88
Female	0.85	0.72	0.54	0.56	0.41	0.65	0.53	0.37	0.38	0.27
Race/ethnicity										
White	†	†	†	1.36	1.30	†	†	†	0.87	0.62
Black	†	†	†	2.68	1.23	†	†	†	0.50	0.92
Hispanic	†	†	†	1.35	0.78[1]	†	†	†	0.73	0.53[1]
Asian	†	†	†	2.01	2.10	†	†	†	1.44	2.05
American Indian	†	†	†	5.68	5.52	†	†	†	5.13	4.02
Pacific Islander	†	†	†	5.02	4.35	†	†	†	2.66	3.05
More than one race	†	†	†	3.34	3.41	†	†	†	2.76	3.61
Grade										
9th	1.42	1.24	1.34	1.58	1.44[1]	0.73	0.76	0.90	1.07	0.66
10th	1.11	0.94	1.33	1.31	1.11[1]	0.97	0.78	0.99	0.83	0.60
11th	1.66	1.40	1.69	1.31	1.26[1]	1.41	0.94	1.33	0.60	0.74
12th	1.46	0.93	1.65	1.44	1.28[1]	0.83	0.68	0.91	0.78	0.71

†Not applicable.

[1] Revised from previously published estimates.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon. Population sizes from the *Digest of Education Statistics 2002* (NCES 2003-060) for students in grades 9 through 12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; and 14,998,000 (projected) in 2001.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Table S12.1. Standard errors for table 12.1: Percentage of students ages 12–18 who reported being afraid at school or on the way to and from school and away from school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001

Student characteristics	At school or on the way to and from school			Away from school	
	1995	1999	2001	1999	2001
Total	0.39	0.37	0.31	0.32	0.28
Sex					
Male	0.51	0.44	0.38	0.34	0.31
Female	0.58	0.53	0.43	0.49	0.42
Race/ethnicity					
White	0.36	0.32	0.35	0.32	0.29
Black	1.31	1.27	0.87	1.00	0.87
Hispanic	1.27	1.20	1.07	1.03	0.75
Other	1.58	1.09	1.11	1.04	1.32
Grade					
6th	1.13	1.37	1.26	1.11	1.15
7th	1.02	0.79	0.95	0.72	0.80
8th	0.84	0.74	0.69	0.66	0.61
9th	0.82	0.74	0.63	0.63	0.62
10th	0.82	0.77	0.71	0.63	0.63
11th	0.80	0.68	0.65	0.72	0.62
12th	0.94	0.88	0.55	0.86	0.62
Urbanicity					
Urban	0.84	0.81	0.59	0.82	0.68
Suburban	0.49	0.42	0.33	0.31	0.33
Rural	0.80	0.70	0.97	0.71	0.59
Sector					
Public	0.43	0.38	0.33	0.32	0.30
Private	1.01	0.81	0.92	0.92	1.08

NOTE: In 1995 and 1999, students reported fear of "attack or harm" at school or on the way to and from school during the previous 6 months. In 2001, students reported fear of "attack or threat of attack" at school or on the way to and from school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way. Fear of attack away from school was not collected in 1995. Population sizes for students ages 12–18 are 23,601,000 in 1995, 24,614,000 in 1999, and 24,315,000 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995, 1999, and 2001.

Table S13.1. Standard errors for table 13.1: Percentage of students ages 12–18 who reported that they avoided one or more places in school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001

Student characteristics	1995	1999	2001
Total	0.29	0.29	0.27
Sex			
Male	0.43	0.35	0.40
Female	0.46	0.39	0.35
Race/ethnicity			
White	0.32	0.27	0.30
Black	1.01	0.90	0.75
Hispanic	0.97	0.73	0.71
Other	1.61	0.99	1.16
Grade			
6th	0.99	0.92	0.93
7th	0.89	0.72	0.79
8th	0.77	0.70	0.62
9th	0.71	0.63	0.61
10th	0.75	0.61	0.64
11th	0.64	0.46	0.43
12th	0.74	0.51	0.64
Urbanicity			
Urban	0.73	0.48	0.52
Suburban	0.40	0.38	0.38
Rural	0.65	0.56	0.70
Sector			
Public	0.33	0.31	0.29
Private	0.47	0.45	0.69

NOTE: Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. See appendix A for details on changes to the questionnaire among survey years. Population sizes for students ages 12–18 are 23,601,000 in 1995, 24,614,000 in 1999, and 24,315,000 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995, 1999, and 2001.

Table S14.1. Standard errors for table 14.1: Percentage of students ages 12–18 who reported being targets of hate-related words at school during the previous 6 months, by selected student characteristics: 2001

Student characteristics	Total	Race	Ethnicity	Religion	Disability	Gender	Sexual orientation
		Hate-related words related to student's characteristics					
Total	0.46	0.27	0.19	0.20	0.13	0.21	0.13
Sex							
Male	0.65	0.38	0.31	0.28	0.20	0.17	0.18
Female	0.52	0.31	0.25	0.21	0.15	0.39	0.20
Race/ethnicity							
White	0.58	0.28	0.18	0.26	0.16	0.28	0.18
Black	1.08	0.84	0.54	0.37	0.36	0.49	0.26
Hispanic	1.15	0.74	0.88	0.35	0.27	0.29	0.16
Other	2.05	1.97	1.33	0.72	0.27	0.49	
Grade							
6th	1.26	0.70	0.46	0.35	0.52	0.54	0.21
7th	1.13	0.66	0.57	0.33	0.41	0.57	0.27
8th	1.07	0.62	0.50	0.54	0.31	0.40	0.29
9th	1.00	0.56	0.42	0.30	0.31	0.47	0.27
10th	0.95	0.54	0.41	0.47	0.25	0.47	0.33
11th	1.13	0.74	0.56	0.53	0.33	0.50	0.39
12th	0.87	0.49	0.51	0.48	0.15	0.63	0.40
Urbanicity							
Urban	0.73	0.43	0.41	0.31	0.26	0.37	0.23
Suburban	0.63	0.40	0.29	0.24	0.15	0.30	0.17
Rural	1.11	0.62	0.43	0.61	0.30	0.50	0.33
Sector							
Public	0.51	0.30	0.21	0.21	0.14	0.23	0.13
Private	1.13	0.41	0.48	0.40	0.21	0.55	0.46

NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school. Population size is 24,315,000 students ages 12–18 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

BEST COPY AVAILABLE

Table S14.2. Standard errors for table 14.2: Percentage of students ages 12–18 who saw hate-related graffiti at school during the previous 6 months, by selected student characteristics: 1999 and 2001

Student characteristics	1999	2001
Total	0.94	0.75
Sex		
Male	1.06	0.89
Female	1.14	0.92
Race/ethnicity		
White	1.20	0.95
Black	1.71	1.52
Hispanic	1.46	1.87
Other	2.53	2.82
Grade		
6th	1.82	1.88
7th	1.43	1.36
8th	1.51	1.40
9th	1.55	1.55
10th	1.77	1.49
11th	1.74	1.76
12th	2.04	1.79
Urbanicity		
Urban	1.18	1.21
Suburban	1.12	0.87
Rural	2.60	2.56
Sector		
Public	0.97	0.80
Private	1.85	1.34

NOTE: In the 1999 survey, "at school" was defined as in the school building, on the school grounds, or on a school bus. In the 2001 survey, "at school" was defined as in the school building, on school property, on a school bus, or going to and from school. Population sizes for students ages 12–18 are 24,614,000 in 1999 and 24,315,000 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 and 2001.

Table S15.1. Standard errors for table 15.1: Percentage of students ages 12–18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and selected student characteristics: 2001

Student characteristics	Total	Urban	Suburban	Rural
Total	0.71	1.23	0.72	1.71
Sex				
Male	0.86	1.62	0.92	2.08
Female	0.90	1.52	1.08	1.84
Race/ethnicity				
White	0.72	1.28	0.75	1.70
Black	1.90	2.79	2.79	5.78
Hispanic	1.82	2.45	2.25	7.49
Other	2.18	4.41	2.95	4.89
Grade				
6th	1.28	2.45	1.52	2.78
7th	1.09	2.54	1.16	1.87
8th	1.22	2.66	1.50	2.24
9th	1.27	2.77	1.48	3.03
10th	1.48	3.08	1.58	3.05
11th	1.56	3.18	1.71	3.85
12th	1.54	3.21	1.81	4.51
Sector				
Public	0.77	1.35	0.80	1.80
Private	1.05	1.38	1.45	3.79

NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school. Population size is 24,315,000 students ages 12–18 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001.

Table S16.1. Standard errors for table 16.1: Percentage of public schools that reported selected discipline problems according to frequency, by school characteristics: 1999–2000

School characteristics	Happens at least once a week: Student racial tensions	Student bullying	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers	Happens at all: Undesirable gang activities	Undesirable cult or extremist group activities
Total	0.41	1.21	0.69	0.44	0.85	0.85	0.46
School level							
Elementary	0.69	1.93	1.03	0.61	1.18	1.18	0.50
Middle	0.79	1.85	1.47	0.73	1.67	1.67	1.16
Secondary	0.58	1.45	1.34	0.62	1.82	1.82	1.44
Combined	0.82	4.24	3.31	2.15	2.82	2.82	2.17
Enrollment							
Less than 300	0.63	2.73	1.46	0.60	2.48	1.42	0.81
300–499	0.81	2.88	1.67	0.93	1.99	1.52	0.89
500–999	0.96	1.89	1.19	0.85	1.55	1.85	0.89
1,000 or more	1.39	2.26	2.37	1.06	1.98	2.17	1.52
Urbanicity							
City	1.18	3.00	2.14	1.42	2.43	2.48	1.08
Urban fringe	0.68	1.97	1.17	0.39	1.24	1.62	0.84
Town	1.55	3.44	1.45	0.87	2.73	1.66	1.07
Rural	0.55	2.31	1.16	0.67	1.54	1.27	0.82
Minority enrollment							
0–5 percent	0.42	2.52	1.10	0.60	1.64	0.90	0.64
6–20 percent	0.89	2.53	1.44	0.87	1.84	1.82	1.00
21–50 percent	0.85	2.40	1.79	0.44	1.96	2.33	1.52
More than 50 percent	1.31	2.69	2.16	1.35	1.84	2.85	1.98
Free/reduced-price lunch eligibility							
0–20 percent	0.45	1.68	0.98	0.61	1.29	1.19	0.75
21–50 percent	0.38	1.92	1.00	0.55	1.56	1.23	0.85
More than 50 percent	1.16	2.23	1.63	1.04	2.01	2.15	0.94

See notes at end of table.

Table S16.1. Standard errors for table 16.1: Percentage of public schools that reported selected discipline problems according to frequency, by school characteristics: 1999–2000—Continued

School characteristics	Happens at least once a week					Happens at all	
	Student racial tensions	Student bullying	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers	Undesirable gang activities	Undesirable cult or extremist group activities
Student/teacher ratio							
Less than 12	0.62	2.28	1.53	0.71	1.88	1.32	0.85
12–16	0.77	2.37	1.17	0.72	1.50	1.67	0.88
More than 16	0.75	2.38	1.52	0.90	1.72	1.93	1.00
Prevalence of violent incidents							
No violent incidents	0.69	2.16	1.46	0.22	1.46	1.48	0.73
Any violent incidents	0.53	1.56	0.90	0.63	1.12	1.19	0.55

NOTE: Population size is 82,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000.

BEST COPY AVAILABLE

Table S17.1. Standard errors for table 17.1: Percentage of students in grades 9–12 who reported using alcohol during the previous 30 days, by selected student characteristics: Selected years 1993–2001

Student characteristics	Anywhere					On school property				
	1993	1995	1997	1999[1]	2001	1993	1995	1997	1999[1]	2001
Total	1.06	1.19	1.43	1.30	1.11	0.39	0.45	0.34	0.39	0.28
Sex										
Male	1.23	1.33	1.22	1.47	1.42	0.39	0.50	0.66	0.54	0.43
Female	1.32	1.79	1.99	1.45	1.11	0.54	0.70	0.37	0.39	0.39
Race/ethnicity										
White	†	†	†	1.62	1.12	†	†	†	0.55	0.26
Black	†	†	†	4.07	2.33	†	†	†	0.52	0.65
Hispanic	†	†	†	2.41	1.52[1]	†	†	†	0.88	0.71[1]
Asian	†	†	†	2.24	3.22	†	†	†	0.42	1.42
American Indian	†	†	†	6.43	3.97	†	†	†	4.80	1.69
Pacific Islander	†	†	†	5.11	8.54	†	†	†	1.59	3.50[1]
More than one race	†	†	†	3.98	4.11	†	†	†	1.09	2.36
Grade										
9th	1.79	1.87	3.12	2.17	1.82	0.38	0.90	0.83	0.60	0.47
10th	2.00	2.38	2.19	1.89	1.29	0.43	0.88	0.71	0.67	0.45
11th	1.73	1.51	1.49	1.98	1.70	0.80	0.86	0.86	0.57	0.45
12th	1.35	1.64	2.50	2.25	1.53	0.64	0.58	0.66	0.89	0.44

†Not applicable.

[1] Revised from previously published estimates.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol. Population sizes from the *Digest of Education Statistics 2002* (NCES 2003–060) for students in grades 9 through 12 are 13,093,000 students in 1993; 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; and 14,998,000 (projected) in 2001.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Table S18.1. Standard errors for table 18.1: Percentage of students in grades 9–12 who reported using marijuana during the previous 30 days, by selected student characteristics: Selected years 1993–2001

	Anywhere					On school property				
Student characteristics	1993	1995	1997	1999[1]	2001	1993	1995	1997	1999[1]	2001
Total	1.22	1.03	1.11	1.30	0.77	0.65	0.59	0.52	0.73	0.37
Sex										
Male	1.61[1]	1.08	1.46	1.92	0.81	0.83	0.85	0.68	1.30	0.54
Female	1.02	1.44	1.04	0.96	0.87	0.48	0.72	0.56	0.40	0.28
Race/ethnicity										
White	†	†	†	1.59	1.04[1]	†	†	†	0.84	0.45
Black	†	†	†	3.49	2.12	†	†	†	1.10	0.60
Hispanic	†	†	†	2.29	0.81[1]	†	†	†	1.21	0.58[1]
Asian	†	†	†	2.04	2.12	†	†	†	0.71	1.56
American Indian	†	†	†	6.55	5.48	†	†	†	5.15	6.55
Pacific Islander	†	†	†	4.11	4.07	†	†	†	3.21	2.46
More than one race	†	†	†	4.00	3.22[1]	†	†	†	1.81	1.24
Grade										
9th	1.10	1.83	1.95	1.84	1.25	0.40	1.38	0.90	0.97	0.62
10th	1.79	1.89	1.29	2.21	1.12	0.94	0.87	0.73	1.14	0.51
11th	1.77	1.35	1.81	2.47	1.33	1.07	0.62	1.17	0.72	0.48
12th	1.40	2.35	2.09	2.81	1.77	0.78	1.15	0.61	1.14	0.71

†Not applicable.

[1] Revised from previously published estimates.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana. Population sizes from the *Digest of Education Statistics 2002* (NCES 2003-060) for students in grades 9 through 12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; and 14,998,000 (projected) in 2001.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

Table S19.1. Standard errors for table 19.1: Percentage of students in grades 9–12 who reported that drugs were made available to them on school property during the previous 12 months, by selected student characteristics: Selected years 1993–2001

Student characteristics	1993	1995	1997	1999[1]	2001
Total	1.33[1]	1.55	0.90[1]	1.23	1.01
Sex					
Male	1.50	1.73	1.19	1.69	1.20
Female	1.31	1.43	1.22	1.26	1.03
Race/ethnicity					
White	†	†	†	1.50	1.31
Black	†	†	†	2.03	1.72
Hispanic	†	†	†	2.10	1.17[1]
Asian	†	†	†	2.65	2.92
American Indian	†	†	†	5.90	5.15
Pacific Islander	†	†	†	4.33	5.73
More than one race	†	†	†	2.72	3.22
Grade					
9th	1.24	1.69	2.33	2.51	1.59
10th	1.86	1.54	1.71	1.94	1.39
11th	1.61[1]	1.88	1.42	2.16	1.39
12th	1.82	2.63	1.80	1.11	1.30

†Not applicable.

[1] Revised from previously published estimates.

NOTE: "On school property" was not defined for survey respondents. Population sizes from the *Digest of Education Statistics 2002* (NCES 2003-060) for students in grades 9 through 12 are 13,093,000 students in 1993; 13,697,000 in 1995; 14,272,000 in 1997; 14,623,000 in 1999; and 14,998,000 (projected) in 2001.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), selected years 1993–2001.

TECHNICAL NOTES

General Information

The information presented in this report was obtained from many data sources, including databases from the National Center for Education Statistics (NCES), the Centers for Disease Control and Prevention (CDC), and the Bureau of Justice Statistics (BJS). While some of the data were collected from universe surveys, most were gathered by sample surveys. Some questions from different surveys may appear the same, but they were actually asked of different populations of students (e.g., students ages 12–18 or students in grades 9–12); in different years; about experiences that occurred within different periods of time (e.g., in the past 30 days or during the past 12 months); and at different locations (e.g., in school or at home). Readers of this report should take particular care when comparing data from the different data sources. Because of the variation in collection procedures, timing, phrasing of questions, and so forth, the results from the different sources may not be strictly comparable. After introducing the data sources used for this report, the next section discusses the accuracy of estimates and describes the statistical procedures used.

Sources of Data

Table A-1 presents some key information for each of the data sets used in the report, including the survey year(s), target population, response rate, and sample size. The remainder of the section briefly describes each data set and provides directions for obtaining more information. The exact wording of the interview questions used to construct the indicators are presented in table A-2.

Schools and Staffing Survey (SASS)

This report draws upon data on teacher victimization from the Schools and Staffing Survey (SASS), which provides national- and state-level data on public and national- and affiliation-level on private schools. The 1993–94 and 1999–2000 SASS consists of four sets of linked surveys, including surveys of schools, the principals of each selected school, a subsample of teachers within each school, and public school districts. Data were collected by multistage sampling, which began with the selection of schools. This report uses 1993–1994 and 1999–2000 SASS data. Approximately 9,900 public schools and 3,300 private schools were selected to participate in the 1993–1994 SASS and 9,900 public schools and 3,600 private schools were selected to participate in the 1999–2000 SASS. Within each school, teachers were further stratified into one of five teacher types in the following hierarchy: (1) Asian or Pacific Islander; (2) American Indian, Aleut, or Eskimo; (3) teachers who teach classes designed for students with Limited English Proficiency; (4) teachers in their first, second, or third year of teaching; and (5) teachers not classified in any of the other groups. Within each teacher stratum, teachers were selected systematically with equal probability. In 1993–1994, approximately 53,000 public school teachers and 10,400 private school teachers were sampled. In 1999–2000, 56,400 public school teachers and 10,800 private school teachers were sampled.

This report focuses on responses from teachers. The overall weighted response rates were 83 percent and 77 percent for public school teachers in 1993–1994 and 1999–2000, respectively. For private school teachers, the overall weighted response rates were 73 percent and 67 percent in 1993–1994 and 1999–2000, respectively. Values were imputed for questionnaire items that should have been answered but were not. For additional information about SASS contact:

Kerry Gruber
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Telephone: (202) 502-7349
E-mail: Kerry.Gruber@ed.gov

National School-Based Youth Risk Behavior Survey (YRBS)

The National School-Based Youth Risk Behavior Survey (YRBS) is one component of the Youth Risk Behavior Surveillance System (YRBSS), an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. This report uses 1993, 1995, 1997, 1999, and 2001 YRBS data.

The YRBS used a three-stage cluster sampling design to produce a nationally representative sample of students in grades 9–12 in the United States. The target population consisted of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. The first-stage sampling frame included selecting primary sampling units (PSUs) from strata formed on the basis of urbanization and the relative percentage of Black and Hispanic students in the PSU. These PSUs are either large counties or groups of smaller, adjacent counties. At the second stage, schools were selected with probability proportional to school enrollment size. Schools with substantial numbers of black and Hispanic students were sampled at relatively higher rates than all other schools. The final stage of sampling consisted of randomly selecting within each chosen school at each grade 9–12 one or two intact classes of a required subject, such as English or social studies. All students in selected classes were eligible to participate. Approximately 16,300, 10,900, 16,300, 15,300, and 13,600 students were selected to participate in the 1993, 1995, 1997, 1999, and 2001 surveys, respectively.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent for the 1999 survey, and 63 percent for the 2001 survey. NCES standards call for response rates of 85 percent or better for cross-sectional surveys and bias analyses are called for by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. The weights were developed to adjust for nonresponse and the oversampling of black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

In 1999, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the YRBS item on race/ethnicity was modified. The version of the race and ethnicity question used in 1993, 1995, and 1997 was:

> How do you describe yourself?
> 1. White - not Hispanic
> 2. Black - not Hispanic
> 3. Hispanic or Latino
> 4. Asian or Pacific Islander
> 5. American Indian or Alaskan Native
> 6. Other
>
> The version used in 1999 and 2001 was:
> How do you describe yourself? (Select one or more responses.)
> A. American Indian or Alaska Native
> B. Asian
> C. Black or African American
> D. Hispanic or Latino
> E. Native Hawaiian or Other Pacific Islander
> F. White

This new version of the question used in 1999 and 2001 results in the possibility of respondents marking more than one category. While more accurately reflecting respondents' racial and ethnic identity, the new item cannot be directly compared to responses to the old item. A recent study by Brener, Kann, and McManus (2003) found that allowing students to select more than one response to the race/ethnicity question on the YRBS had only a minimal effect on reported race/ethnicity among high school students.

For additional information about the YRBS contact:

Laura Kann
Division of Adolescent and School Health
National Center for Chronic Disease Prevention and Health Promotion
Centers for Disease Control and Prevention, Mailstop K-33
4770 Buford Highway NE
Atlanta, GA 30341-3717
Telephone: (770) 488-6181
E-mail: LKK1@cdc.gov
Internet: www.cdc.gov/yrbs

School Survey on Crime and Safety: 2000

The School Survey on Crime and Safety (SSOCS) was conducted by NCES in Spring/Summer of the 1999–2000 school year. SSOCS focuses on incidents of specific crimes/offenses and a variety of specific discipline issues in public schools. It also covers characteristics of school policies, school violence prevention programs and policies and school characteristics that have been associated with school crime. The survey was conducted with a nationally representative sample of regular public elementary, middle, and high schools in the 50 states and the District of Columbia. Special education, alternative and vocational schools, schools in the territories, and schools that taught only prekindergarten, kindergarten, or adult education were not included in the sample.

The sampling frame for the SSOCS:2000 was constructed from the public school universe file created for the 2000 Schools and Staffing Survey from the 1997–98 NCES Common Core of Data (CCD) Public School Universe File. The sample was stratified by instructional level, type of locale, and enrollment size. Within the primary strata, schools were also sorted by geographic region and by percent minority enrollment. The sample sizes were then allocated to the primary strata in rough proportion to the aggregate square root of the size of enrollment of schools in the stratum. A total of 3,300 schools were selected for the study. Among those, 2,270 schools completed the survey. In March of 2000, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person most knowledgeable about discipline issues at the school. The weighted overall response rate was 70 percent, and item nonresponse rates ranged from 0–2.7 percent on the public-use data file. For SSOCS data, a full nonresponse bias analysis was conducted and no bias on the basis of nonresponse was detected. The weights were developed to adjust for the variable probabilities of selection and differential nonresponse and can be used to produce national estimates for regular public schools in the 1999–2000 school year. For more information about the School Survey on Crime and Safety, contact:

Kathryn A. Chandler
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Telephone: (202) 502-7486
E-mail: Kathryn.Chandler@ed.gov
Internet: nces.ed.gov/programs/crime

National Crime Victimization Survey (NCVS)

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics by the Census Bureau, is the nation's primary source of information on crime victimization and the victims of crime. Initiated in 1972 and redesigned in 1992, the NCVS collects detailed information on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and their households each year. The survey measures crimes reported as well as those not reported to police.

The NCVS sample consists of about 53,841 households selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interview. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for housing units constructed after the decennial Census. Within each sampled household, Census Bureau personnel interviewed all household members ages 12 and older to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview. About 76,760 persons ages 12 and older are interviewed each 6 months. Households remain in the sample for 3 years and are interviewed 7 times at 6-month intervals. The initial interview at each sample unit is used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. After their seventh interview, households are replaced by new sample households. The NCVS has consistently obtained a response rate of about 92 percent at the household level. During the study period, the completion rates for persons within households were about 87 percent. Thus, final response rates were about 80 percent. Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information about the NCVS, contact:

Michael Rand
Victimization Statistics
U.S. Bureau of Justice Statistics
810 7th Street NW
Washington, DC 20531
Telephone: (202) 616-3494
E-mail: randm@ojp.usdoj.gov
Internet: www.ojp.usdoj.gov/bjs/

School Crime Supplement (SCS)

Created as a supplement to the NCVS and co-designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey was conducted in 1989, 1995, 1999, and 2001 to collect additional information about school-related victimizations on a national level. This report includes data from the 1995, 1999, and 2001 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The survey was designed to assist policymakers as well as academic researchers and practitioners at the federal, state, and local levels so that they can make informed decisions concerning crime in schools. The SCS asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on a school bus, or on the way to or from school. Additional questions not included in the NCVS were also added to the SCS, such as those concerning preventive measures used by the school, students' participation in afterschool activities, students' perceptions of school rules, the presence of weapons and street gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school, as well as attitudinal questions relating to fear of victimization and avoidance behavior at school.

In all SCS survey years, the SCS was conducted for a 6-month period from January–June in all households selected for the NCVS (see discussion above for information about the sampling design). It should be noted that the initial NCVS interview is included in the SCS data analysis. Within these households, the eligible respondents for the SCS were those household members who had attended school at any time during the 6 months preceding the interview, and were enrolled in grades 6–12 in a school that would help them advance toward eventually receiving a high school diploma. The age range of students covered in this report is 12–18 years of age. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview.

In 2001, the SCS survey instrument was modified from previous collections in three ways. First, in 1995 and 1999, "at school" was defined for respondents as in the school building, on the school grounds, or on a school bus. In 2001, the definition for "at school" was changed to mean in the school building, on school property, on a school bus, or going to and from school. This change was made to the 2001 questionnaire in order to be consistent with the definition of "at school" as it is constructed in the National Crime Victimization Survey. Cognitive interviews conducted by the Census Bureau on the 1999 School Crime Supplement suggested that modifications to the definition of "at school" would not have a substantial impact on the estimates.

The prevalence of victimization for 1995, 1999, and 2001 was calculated by using NCVS incident variables appended to the 1995, 1999, and 2001 SCS data files. The NCVS type of crime variable was used to classify victimizations of students in the SCS as serious violent, violent, or theft. The NCVS variables asking where the incident happened and what the victim was doing when it happened were used to ascertain whether the incident happened at school. For prevalence of victimization, the NCVS definition of "at school" includes in the school building, on school property, or on the way to or from school.

Second, the SCS questions pertaining to fear and avoidance have changed between the 1999 and the 2001 SCS. In 1995 and 1999, students were asked if they avoided places or were fearful because they thought someone would "attack or harm" them. In 2001, students were asked if they avoided places or were fearful because they thought someone would "attack or threaten to attack them." These changes should be considered when making comparisons between the 1995 and 1999 data and the 2001 data. Readers should also note that separate estimates were provided in the *Indicators of School Crime and Safety 2001* report for the prevalence of fear at school and on the way to and from school. This year's report provides one estimate that combines at school with on the way to and from school and compares it to those students who report fear away from school.

Third, the SCS question pertaining to gangs has changed in the 2001 SCS. The introduction and definition of gangs as well as the placement of the item in the questionnaire changed in the 2001 SCS. Because of these changes, the reader should be cautioned not to compare results presented in this report with those estimates of gangs presented in previous reports.

Total victimization is a combination of violent victimization and theft. If the student reported an incident of either violent or theft victimization or both, he or she is counted as having experienced "total" victimization. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault.

A total of 9,728 students participated in the 1995 SCS, 8,398 in 1999, and 8,374 in 2001. In the 2001 SCS, the household completion rate was 93 percent. In the 1995 and 1999 SCS, the household completion rates were 95 percent and 94 percent, respectively; and the student completion rates were both 78 percent. For the 2001 SCS, the student completion rate was 77 percent. Thus, the overall SCS response rate (calculated by multiplying the household completion rate by the student completion rate) was 74 percent in 1995, 73 percent in 1999 and 72 percent in 2001. Response rates for most survey items were high—typically over 95 percent of all eligible respondents. The weights were developed to compensate for differential probabilities of selection and nonresponse. The weighted data permit inferences about the eligible student population who were enrolled in schools in 1995, 1999, and 2001. For SCS data, a full nonresponse bias analysis has not been conducted. For more information about SCS, contact:

Kathryn A. Chandler
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Telephone: (202) 502-7486
E-mail: Kathryn.Chandler@ed.gov
Internet: nces.ed.gov/programs/crime

School Associated Violent Death Surveillance System (SAVD)

The School Associated Violent Death Surveillance System (SAVD) is an epidemiological study developed by the Centers for Disease Control and Prevention in conjunction with the U.S. Department of Education and the U.S. Department of Justice. SAVD seeks to describe the epidemiology of school-associated violent deaths, identify common features of these deaths, estimate the rate of school-associated violent death in the United States, and identify potential risk factors for these deaths. The surveillance system includes descriptive data on all school-associated violent deaths in the United States, including all homicides, suicides, and unintentional firearm-related deaths where the fatal injury occurred on the campus of a functioning elementary or secondary school, while the victim was on the way to or from regular sessions at such a school, or while attending or on the way to or from an official school-sponsored event. Victims of such events include nonstudents as well as students and staff members. SAVD includes descriptive information about the school, event, victim(s), and offender(s). The SAVD Surveillance System has collected data from July 1, 1992 through June 30, 2002.

SAVD uses a four-step process to identify and collect data on school-associated violent deaths. Cases were initially identified through a search of the Lexis/Nexis and Dialog newspaper and media databases. Then police officials are contacted to confirm the details of the case to determine if the event meets the case definition. Once a case is confirmed, a police official and a school official are interviewed regarding details about the school, event, victim(s), and offender(s). If police officials are unwilling or unable to complete the interview, a copy of the full police report is obtained. The information obtained on schools includes school demographics, attendance/absentee rates, suspension/expulsions and mobility, school history of weapon carrying, security measures, violence prevention activities, school response to the event, and school policies about weapon carrying. Event information includes the location of injury, the context of injury (while classes held, during break, etc.), motives for injury, method of injury, and school and community events happening around the time period.

Information obtained on victim(s) and offender(s) includes demographics, circumstances of the event (date/time, alcohol or drug use, number of persons involved), types and origins of weapons, criminal history, psychological risk factors, school-related problems, extracurricular activities, and family history, including structure and stressors.

One hundred and five school-associated violent deaths were identified from July 1, 1992–June 30, 1994 (See Kachur et al. June 12, 1996. JAMA. 275:22: 1729–1733). The most recent data collection effort identified 253 school-associated violent deaths between July 1, 1994–June 30, 1999 (See Anderson et al. December 5, 2001. JAMA. 286:21: 2695–2702). The first effort achieved a response rate of 85 percent for police officials and 81 percent for school officials. The most recent SAVD has achieved a response rate of 97 percent for police officials and 78 percent for school officials. Data for subsequent study years are still preliminary and subject to change. For additional information about SAVD, contact:

Mark Anderson, MD, MPH
Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention, Mailstop K60
4770 Buford Highway NE
Atlanta, GA 30341
Telephone: (770) 488-4646
E-mail: mea6@cdc.gov

Supplementary Homicide Reports (SHR)

The Supplementary Homicide Reports (SHR), which are a part of the Uniform Crime Reporting (UCR) program, provide incident-level information on criminal homicides including situation (number of victims to number of offenders); the age, sex, and race of victims and offenders; types of weapons used; circumstances of the incident; and the relationship of the victim to the offender. The data are provided monthly to the Federal Bureau of Investigation (FBI) by local law enforcement agencies participating in the FBI's UCR program. The data include murders and non-negligent manslaughters in the United States from January 1976–December 2001. That is, negligent manslaughters and justifiable homicides have been eliminated from the data. Based on law enforcement agency reports, the FBI estimates that 528,648 murders were committed from 1976 to 2001. Agencies provided detailed information on 480,455 victims and 532,177 offenders.

National coverage is quite high (about 91 percent of homicides are included in the SHR). However, missing reports can be corrected using weights to match national and state estimates. Estimates from the SHR used in this *Indicators* report were generated by the Bureau of Justice Statistics (BJS) using a weight developed by BJS that reconciles the counts of SHR homicide victims with those in the UCR for the 1992 through 2001 data years. The weight is the same for all cases for a given year. The weight represents the ratio of the number of homicides reported in the UCR to the number reported in the SHR. For additional information about SHR, contact:

Communications Unit
Criminal Justice Information Services Division
Federal Bureau of Investigation
Module D3
1000 Custer Hollow Road
Clarksburg, WV 26306
Telephone: (304) 625-4995
E-mail: cjis_comm@leo.gov

Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal)

WISQARS Fatal provides mortality data related to injury. The mortality data reported in WISQARS Fatal come from death certificate data reported to the National Center for Health Statistics (NCHS), Centers for Disease Control and Prevention. Data include causes of death reported by attending physicians, medical examiners, and coroners. It also includes demographic information about decedents reported by funeral directors who obtain that information from family members and other informants. NCHS collects, compiles, verifies and prepares these data for release to the public. The data provide information about what types of injuries are leading causes of deaths, how common they are, and who they affect. These data are intended for a broad audience—the public, the media, public health practitioners and researchers, and public health officials—to increase their knowledge of injury.

WISQARS Fatal mortality reports provide tables of the total numbers of injury-related deaths and the death rates per 100,000 U.S. population. The reports list deaths according to cause (mechanism) and intent (manner) of injury by state, race, Hispanic origin, sex, and age groupings. For more information on WISQARS Fatal, contact:

National Center for Injury Prevention and Control
Mailstop K59
4770 Buford Highway NE
Atlanta, GA 30341–3724
Telephone: (770) 488–1506
E-mail: OHCINFO@cdc.gov
Internet: www.cdc.gov/ncipc/wisqars

ACCURACY OF ESTIMATES

The accuracy of any statistic is determined by the joint effects of "nonsampling" and "sampling" errors. Both types of error affect the estimates presented in this report. Several sources can contribute to nonsampling errors. For example, members of the population of interest are inadvertently excluded from the sampling frame; sampled members refuse to answer some of the survey questions (item nonresponse) or all of the survey questions (questionnaire nonresponse); mistakes are made during data editing, coding, or entry; the responses that respondents provide differ from the "true" responses; or measurement instruments such as tests or questionnaires fail to measure the characteristics they are intended to measure. Although nonsampling errors due to questionnaire and item nonresponse can be reduced somewhat by the adjustment of sample weights and imputation procedures, correcting nonsampling errors or gauging the effects of these errors is usually difficult.

Sampling errors occur because observations are made on samples rather than on entire populations. Surveys of population universes are not subject to sampling errors. Estimates based on a sample will differ somewhat from those that would have been obtained by a complete census of the relevant population using the same survey instruments, instructions, and procedures. The standard error of a statistic is a measure of the variation due to sampling; it indicates the precision of the statistic obtained in a particular sample. In addition, the standard errors for two sample statistics can be used to estimate the precision of the difference between the two statistics and to help determine whether the difference based on the sample is large enough so that it represents the population difference.

Most of the data used in this report were obtained from complex sampling designs rather than a simple random design. These features of complex sampling require different techniques to calculate standard errors than are used for data collected with a simple random sample. Therefore, calculation of standard errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. The Taylor series approximation technique or the balanced repeated replication (BRR) method was used to estimate most of the statistics and their standard errors in this report. Table A-3 lists the various methods used to compute standard errors for different data sets.

Standard error calculation for data from the National Crime Victimization Survey and the School Crime Supplement were based on the Taylor series approximation method using PSU and strata variables available from the data set was employed. For statistics based on all years of NCVS data standard errors were derived from a formula developed by the Census Bureau, which consists of three generalized variance function (gvf) constant parameters that represent the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique. The formulas used to compute the adjusted standard errors associated with percentages or population counts can be found in table A-3.

Statistical Procedures

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variations. Unless otherwise noted, all statements cited in the report are statistically significant at the .05 level. Several test procedures were used, depending upon the type of data being analyzed and the nature of the statement being tested. The primary test procedure used in this report was the Student's *t* statistic, which tests the difference between two sample estimates, for example, between males and females. The formula used to compute the *t* statistic is as follows:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \tag{1}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Note that this formula is valid only for independent estimates. When the estimates are not independent (for example, when comparing a total percentage with that for a subgroup included in the total), a covariance term (i.e., $2*se_1*se_2$) must be added to the denominator of the formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 + 2* se_1 * se_2}} \tag{2}$$

Once the *t* value was computed, it was compared with the published tables of values at certain critical levels, called *alpha levels*. For this report, an alpha value of 0.05 was used, which has a *t* value of 1.96. If the *t* value was larger than 1.96, then the difference between the two estimates was statistically significant at the 95 percent level.

A linear trend test was used when a statement describing a linear trend, rather than the differences between two discrete categories, was made. This test allows one to examine whether, for example, the percentage of students using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with their age. Based on a regression with, for example, student's age as the independent variable and whether a student was physically attacked as the dependent variable, the test involves computing the regression coefficient (*b*) and its corresponding standard error (*se*). The ratio of these two (*b/se*) is the test statistic *t*. If *t* is greater than 1.96, the critical value for one comparison at the .05 alpha level, the hypothesis that there is a linear relationship between student's age and being physically attacked is not rejected.

When using data sets in which multiple years of data are available, a Bonferroni adjustment to the significance level was used when one year's estimate was compared to another. The Bonferroni adjustment to the significance level was used to ensure that the significance level for the tests as a series was at the .05 level. Generally, when multiple statistical comparisons are made, it becomes increasingly likely that an indication of a population difference is erroneous. Even when there is no difference in the population, at an alpha of .05, there is still a 5 percent chance of concluding that an observed t value representing one comparison in the sample is large enough to be statistically significant. As the number of years, and thus the number of comparisons increase, the risk of making such an erroneous inference also increases. The Bonferroni procedure corrects the significance (or alpha) level for the total number of comparisons made within a particular classification variable. For each classification variable, there are $(K^*(K-1)/2)$ possible comparisons (or nonredundant pairwise combinations), where K is the number of categories. The Bonferroni procedure divides the alpha level for a single t test by the number of possible pairwise comparisons in order to produce a new alpha level that is corrected for the fact that multiple contrasts are being made. As a result, the t value for a certain alpha level (e.g., .05) increases, which makes it more difficult to claim that the difference observed is statistically significant.

While many descriptive comparisons in this report were tested using t statistic or the F-statistic, some comparisons among categories of an ordered variable with three or more levels involved a test for a linear trend across all categories, rather than a series of tests between pairs of categories. In this report, when differences among percentages were examined relative to a variable with ordered categories, Analysis of Variance (ANOVA) was used to test for a linear relationship between the two variables. To do this, ANOVA models included orthogonal linear contrasts corresponding to successive levels of the independent variable. The squares of the Taylorized standard errors (that is, standard errors that were calculated by the Taylor series method), the variance between the means, and the unweighted sample sizes were used to partition total sum of squares into within- and between-group sums of squares. These were used to create mean squares for the within- and between-group variance components and their corresponding F statistics, which were then compared with published values of F for a significance level of .05. Significant values of both the overall F and the F associated with the linear contrast term were required as evidence of a linear relationship between the two variables.

Table A-1. Descriptions of data sources and samples used in the report

Data source	Target population	Year of survey	Response rate (%)	Sample size
Schools and Staffing Survey (Teacher Survey) (NCES)	A nationally representative sample of public and private school teachers from grades K–12.	1993–1994	83 (public)[1]	53,000
			73 (private)[1]	10,400
		1999–2000	77 (public)[1]	56,400
			67 (private)[1]	10,800
Youth Risk Behavior Survey (CDC)	A nationally representative sample of students enrolled in grades 9–12 in public and private schools at the time of the survey.	1993	70[2]	16,300
		1995	60[2]	10,900
		1997	69[2]	16,300
		1999	66[2]	15,300
		2001	63[2]	13,600
School Survey on Crime and Safety (NCES)	A nationally representative sample of regular public elementary, middle, and secondary schools.	1999–2000	70[1]	2,270
National Crime Victimization Survey (BJS)	A nationally representative sample of individuals 12 years of age and older living in households and group quarters.	1992–2001 (Annual)	About 80[2]	About 76,800
School Crime Supplement (BJS/NCES)	A nationally representative sample of students ages 12–18 enrolled in public and private schools during the 6 months prior to the interview.	1995	74[2]	9,700
		1999	73[2]	8,400
		2001	72[2]	8,400
School Associated Violent Death Study (SAVD)	Population of school-associated violent deaths in the United States between July 1, 1992 and June 30, 2002. Data collected from two sources: a school official and a police official.	1992–2002	78 (schools) 97 (police)	N/A
Supplementary Homicide Reports (FBI)	Population of criminal homicides in the United States from January 1976–December 2001.	1976–2001	About 91	N/A
Web-based Injury Statistics Query and Reporting System™ Fatal (CDC)	Death certificate data reported to the National Center for Health Statistics.	1981–2000	100	N/A

[1] Overall weighted response rate.
[2] Unweighted response rate.

Table A-2. Wording of survey questions used to construct indicators

Survey	Questions	Response categories
Nonfatal Student Victimization National Crime Victimization Survey[1] (Screen Questionnaire)	I'm going to read some examples that will give you an idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months. That is since (date). Was something belonging to you stolen, such as Things that you carry, like luggage, a wallet, purse, briefcase, book Clothing, jewelry, or calculator Bicycle or sports equipment Or did anyone attempt to steal anything belonging to you?	Yes/No; if yes, What happened? If yes, how many times?
	(Other than any incidents already mentioned,) Since (date) were you attacked or threatened or did you have something stolen from you At work or school Or did anyone attempt to attack or attempt to steal anything belonging to you from any of these places?	Yes/No; if yes, what happened? If yes, how many times?
	(Other than any incidents already mentioned,) has anyone attacked or threatened you in any of these ways (exclude telephone threats): With any weapon, for instance, a gun or knife With anything like a baseball bat, frying pan, scissors, or stick By something thrown, such as a rock or bottle Include any grabbing, punching, or choking Any rape, attempted rape or other type of sexual attack Any face to face threats Or any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.	Yes/No; if yes, what happened? If yes, how many times?
	People often don't think of incidents committed by someone they know. (Other than any incidents already mentioned,) did you have something stolen from you or were you attacked or threatened by (exclude telephone threats): Someone at work or school?	Yes/No; if yes, what happened? If yes, how many times?
	Incidents involving forced or unwanted sexual acts are often difficult to talk about. (Other than any incidents already mentioned,) Have you been forced or coerced to engage in unwanted sexual activity by: Someone you didn't know before A casual acquaintance Or someone you know well?	Yes/No; if yes, what happened? If yes, how many times?

See notes at end of table.

BEST COPY AVAILABLE

Table A-2. Wording of survey questions used to construct indicators—Continued

Survey	Questions	Response categories
National Crime Victimization Survey[1] (Incident Report)	Where did this incident happen?	In own home or lodging/Near own home/At, in or near a friend's/relative's/neighbor's home/Commercial places/Parking lots/garages/School/Open areas, on street or public transportation/Other
	What were you doing when this incident (happened/started)?	Working or on duty/On the way to or from work/On the way to or from school/On the way to of from other place/Shopping, errands/Attending school/Leisure activity away from home/Sleeping/Other activities at home/Other
Youth Risk Behavior Survey	During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times/1 time/2–3 times/4–5 times/6–7 times/8–9 times/10–11 times/12 or more times
	During the last 12 months, how many times were you in a physical fight?	0 times/1 time/2–3 times/4–5 times/6–7 times/8–9 times/10–11 times/12 or more times
	During the last 12 months, how many times were you in a physical fight on school property?	0 times/1 time/2–3 times/4–5 times/6–7 times/8–9 times/10–11 times/12 or more times
School Crime Supplement[1]	During the last 6 months, have you been bullied at school? That is, has anyone picked on you a lot or tried to make you do things you didn't want to do like give them money? You may include incidents you reported before.	Yes/No

See notes at end of table.

Table A-2. Wording of survey questions used to construct indicators—Continued

Survey	Questions	Response categories
Violence and Crime at School		
School Survey on Crime and Safety	Please provide the number of incidents at your school during the 1999–2000 school year using the categories below. Rape or attempted rape Sexual battery other than rape (include threatened rape) Physical attack or fight with weapon Physical attack or fight without weapon Threats of physical attack with weapon Threats of physical attack without weapon Robbery with weapon Robbery without a weapon Theft/larceny (taking things over $10 without personal confrontation) Possession of firearm/explosive device Possession of knife or sharp object Distribution of illegal drugs Possession or use of illegal drugs Sexual harassment Vandalism	Total number of incidents/ Number reported to police or other law enforcement
	During the 1999–2000 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? Use of a firearm/explosive device Possession of a firearm/explosive device Use of a weapon other than a firearm Possession of a weapon other than a firearm Distribution of illegal drugs Possession or use of alcohol or illegal drugs Physical attacks or fights Threat or intimidation Insubordination Other infractions (not including academic reasons)	Total removals with no continuing school services for at least 1 year/ Transfers to specialized schools for disciplinary reasons for at least 1 year/Out-of-school suspensions lasting 5 or more days, but less than 1 year/Other/No disciplinary action taken

See notes at end of table.

Table A-2. Wording of survey questions used to construct indicators—Continued

Survey	Questions	Response categories
Nonfatal Teacher Victimization National Crime Victimization Survey[1] (Screen Questionnaire)	I'm going to read some examples that will give you an idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months. That is since (date). Was something belonging to you stolen, such as Things that you carry, like luggage, a wallet, purse, briefcase, book Clothing, jewelry, or calculator Bicycle or sports equipment Or did anyone attempt to steal anything belonging to you?	Yes/No; if yes, What happened? If yes, how many times?
	(Other than any incidents already mentioned,) Since (date) were you attacked or threatened or did you have something stolen from you At work or school Or did anyone attempt to attack or attempt to steal anything belonging to you from any of these places?	Yes/No; if yes, What happened? If yes, how many times?
	(Other than any incidents already mentioned,) has anyone attacked or threatened you in any of these ways (exclude telephone threats): With any weapon, for instance, a gun or knife With anything like a baseball bat, frying pan, scissors, or stick By something thrown, such as a rock or bottle Include any grabbing, punching, or choking Any rape, attempted rape or other type of sexual attack Any face to face threats Or any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime	Yes/No; if yes, What happened? If yes, how many times?
	People often don't think of incidents committed by someone they know. (Other than any incidents already mentioned,) did you have something stolen from you or were you attacked or threatened by (exclude telephone threats): Someone at work or school?	Yes/No; if yes, What happened? If yes, how many times?
	Incidents involving forced or unwanted sexual acts are often difficult to talk about. (Other than any incidents already mentioned,) Have you been forced or coerced to engage in unwanted sexual activity by: Someone you didn't know before A casual acquaintance Or someone you know well?	Yes/No; if yes, What happened? If yes, how many times?

See notes at end of table.

Table A-2. Wording of survey questions used to construct indicators—Continued

Survey	Questions	Response categories
National Crime Victimization Survey[1] (Incident Report)	Where did this incident happen?	Inside a school building/ On school property
	What were you doing when this incident (happened/started)?[2]	Working or on duty
	Did this incident happen at your worksite?	Yes/No
	Which of the following best describes your job at the time of the incident?	If Teaching Professional, were you employed in a(n) Elementary/ Junior high or Middle school/High school?
Schools and Staffing Survey	Has a student (from this school) threatened to injure you in the past 12 months?	Yes/No
	Has a student (from this school) physically attacked you in the past 12 months?	Yes/No
School Environment		
Youth Risk Behavior Survey	During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?	0 days/1 day/2–3 days/4–5 days/ 6 or more
	During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days/1 day/2–3 days/4–5 days/ 6 or more
	During the past 30 days, on how many days did you have at least one drink of alcohol?	0 days/1–2 days/3–5 days/6–9 days/10 to 19 days/20–29 days/ all 30 days
	During the past 30 days, on how many days did you have at least one drink of alcohol on school property?	0 days/1–2 days/3–5 days/6–9 days/10 to 19 days/20–29 days/ all 30 days
	During the past 30 days, how many times did you use marijuana?	0 times/1–2 times/3–9 times/ 10–19 times/20–39 times/40 or more times
	During the past 30 days, how many times did you use marijuana on school property?	0 times/1–2 times/3–9 times/ 10–19 times/20–39 times/40 or more times
	During the past 12 months, has anyone offered, sold or given you an illegal drug on school property?	Yes/No

See notes at end of table.

BEST COPY AVAILABLE

Table A-2. Wording of survey questions used to construct indicators—Continued

Survey	Questions	Response categories
School Crime Supplement[1]	Are there any street gangs at your school?	Yes/No/Don't Know
	During the last 6 months has anyone called you a derogatory or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.	Yes/No
	Were any of the hate-related words related to.... Your race? Your religion? Your ethnic background or national origin (for example, people of Hispanic origin)? Any disability (by this I mean physical, mental, or developmental disabilities) you may have? Your gender? Your sexual orientation?	Yes/No
	During the last 6 months, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?	Yes/No
	During the last 6 months, that is, since _______ 1st, did you stay away from any of the following places because you thought someone might attack or threaten to attack you there? The entrance into the school Any hallways or stairs in school Parts of the school cafeteria Any school restrooms Other places inside the school building	Yes/No
	How often are you afraid that someone will attack or threaten to attack you at school?	Never/Almost never/Sometimes/ Most of time
	How often are you afraid that someone will attack or threaten to attack you on the way to and from school?	Never/Almost never/Sometimes/ Most of time
	Besides the times you are at school, or going to and from school, how often are you afraid that someone will attack or threaten to attack you?	Never/Almost never/Sometimes/ Most of time

See notes at end of table.

Table A-2. Wording of survey questions used to construct indicators—Continued

Survey	Questions	Response categories
School Survey on Crime and Safety	To the best of your knowledge, how often do the following types of problems occur at your school? Student racial tensions Student bullying Student verbal abuse of teachers Widespread disorder in classrooms Student acts of disrespect for teachers Undesirable gang activities Undesirable cult or extremist group activities	Happens daily/Happens at least once a week/Happens at least once a month/Happens on occasion/Never happens

[1] Readers should note that this table reflects the most recent version of the NCVS (2001) and SCS (2001) instruments. Survey items shown here may have changed from past NCVS and SCS collections.

[2] Estimates of teacher victimizations include crimes occurring to teachers at school (location), or at the worksite (location), or while working (activity). For thefts, activity was not considered, since thefts of teachers' property kept at school can occur when teachers are not present.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2001. Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001. U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995, 1999, and 2001. U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000. U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public, Private, and Charter Teacher and School Surveys," 1993–94 and 1999–2000.

Table A-3. Methods used to calculate standard errors of statistics for different surveys

<table>
<tr><th>Survey</th><th>Year</th><th>Method of calculation</th></tr>
<tr><td>National Crime Victimization Survey</td><td>1992 to 2001</td><td>
<p>Standard errors of crime level data and aggregated crime rates per 1,000 persons were calculated using three generalized variance function (gvf) constant parameters (denoted as <i>a</i>, <i>b</i>, and <i>c</i>) and formulas published in the Methodology Section of <i>Criminal Victimization in the United States—Statistical Tables</i> (NCJ184938) on the Bureau of Justice Statistics Web Site: http://www.ojp.usdoj.gov/bjs/abstract/cvusst.htm</p>
<p>The formula used to calculate standard errors (q) of crime level data (x) is:</p>
<p>$\sqrt{ax^2 + bx + cx^{3/2}}$</p>
<p>where <i>x</i> is the estimated number of crimes of interest, and <i>a</i>, <i>b</i>, and <i>c</i> are gvf constant parameters.</p>
<p>The formula used to calculate standard errors of aggregated crime rates per 1,000 persons (r) is:</p>
<p>$\sqrt{br(1000-r)/y + cr(\sqrt{1000r}-r)/\sqrt{(y)}}$</p>
<p>where <i>r</i> is the aggregate crime rate (i.e., 1,000* total crimes / total population), <i>y</i> is the aggregated base population, and <i>b</i> and <i>c</i> are gvf constant parameters. The three gvf constant parameters associated with the specific years are:</p>
<table>
<tr><th>Year</th><th>a</th><th>b</th><th>c</th></tr>
<tr><td>1992</td><td>-0.00013407</td><td>4,872</td><td>3.858</td></tr>
<tr><td>1993</td><td>-0.00007899</td><td>2,870</td><td>2.273</td></tr>
<tr><td>1994</td><td>-0.00006269</td><td>2,278</td><td>1.804</td></tr>
<tr><td>1995</td><td>-0.00006269</td><td>2,278</td><td>1.804</td></tr>
<tr><td>1996</td><td>-0.00006863</td><td>2,494</td><td>1.975</td></tr>
<tr><td>1997</td><td>0.00016972</td><td>2,945</td><td>2.010</td></tr>
<tr><td>1998</td><td>0.00001297</td><td>2,656</td><td>3.390</td></tr>
<tr><td>1999</td><td>-0.00026646</td><td>2,579</td><td>2.826</td></tr>
<tr><td>2000</td><td>-0.0001186</td><td>2,829</td><td>2.868</td></tr>
<tr><td>2001</td><td>-0.0001133</td><td>2,803</td><td>2.905</td></tr>
<tr><td>Aggregated data from 1997 to 2001</td><td>-0.00001269</td><td>4,586</td><td>2.079</td></tr>
</table>
</td></tr>
<tr><td>School Crime Supplement</td><td>1995, 1999, and 2001</td><td>
<p>Standard errors of percentage and population counts were calculated using the Taylor series approximation method using PSU and strata variables from the 1995, 1999, and 2001 data sets. Another way in which the standard errors can be calculated for these years is by using the generalized variance function (gvf) constant parameters (denoted as <i>a</i>, <i>b</i>, and <i>c</i>).</p>
<p>The formula used to calculate standard errors for percentages (p) is:</p>
<p>$\sqrt{bp(1-p)/y + cp(\sqrt{p}-p)/\sqrt{y}}$</p>
<p>where <i>p</i> is the percentage or interest expressed as a proportion, <i>y</i> is the size of the population to which the percent applies, and <i>b</i> and <i>c</i> are gvf constant parameters. After the standard error is estimated, it is multiplied by 100 to make it applicable to the percentage.</p>
</td></tr>
</table>

Table A-3. Methods used to calculate standard errors of statistics for different surveys —Continued

Survey	Year	Method of calculation
		The formula used to calculate standard errors of population counts (*x*) is: $\sqrt{ax^2 + bx + cx^{1/2}}$ where *x* is the estimated number of students who experienced a given event, and *a*, *b*, and *c* are gvf constant parameters for calculating person crime domain estimates. The three gvf constant parameters associated with the specific years are: Year a b c 1995 -0.00006269 2,278 1.804 1999 -0.00026646 2,579 2.826 2001 0.00011330 2,803 2.905
Schools and Staffing Survey	1993–1994 and 1999–2000	Balanced repeated replication method using replicate weights available from the data set.
School Survey on Crime and Safety	1999–2000	Jackknife replication method using replicate weights available from the data set.
Youth Risk Behavior Survey	1993, 1995, 1997, 1999, and 2001	Taylor series approximation method using PSU and strata variables available from the data set.

BEST COPY AVAILABLE

Appendix

B

GLOSSARY OF TERMS

GENERAL TERMS

Cluster sampling Cluster sampling is a technique in which the sampling of respondents or subjects occurs within clusters or groups. For example, selecting students by sampling schools and the students that attend that school.

Crime Any violation of a statute or regulation or any act that the government has determined is injurious to the public, including felonies and misdemeanors. Such violation may or may not involve violence, and it may affect individuals or property.

Incident A specific criminal act or offense involving one or more victims and one or more offenders.

Multi-stage sampling A survey sampling technique in which there is more than one wave of sampling. That is, one sample of units is drawn, and then another sample is drawn within that sample. For example, at the first stage, a number of Census blocks may be sampled out of all the Census blocks in the United States. At the second stage, households are sampled within the previously sampled Census blocks.

Prevalence The percentage of the population directly affected by crime in a given period. This rate is based upon specific information elicited directly from the respondent regarding crimes committed against his or her person, against his or her property, or against an individual bearing a unique relationship to him or her. It is not based upon perceptions and beliefs about, or reactions to, criminal acts.

School An education institution consisting of one or more of grades K through 12.

School crime Any criminal activity that is committed on school property.

School year The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30.

Stratification Stratification is a survey sampling technique in which the target population is divided into mutually exclusive groups or strata based on some variable or variables (e.g., metropolitan area) and sampling of units occurs separately within each stratum.

Unequal probabilities A survey sampling technique in which sampled units do not have the same probability of selection into the sample. For example, the investigator may over-sample minority students in order to increase the sample sizes of minority students. Minority students would then be more likely than other students to be sampled.

SPECIFIC TERMS USED IN VARIOUS SURVEYS

National Crime Victimization Survey

At school (students) Inside the school building, on school property (school parking area, play area, school bus, etc.), or on the way to or from school.

At school (teachers) Inside the school building, on school property (school parking area, play area, school bus, etc.), at worksite, or while working. For thefts, "while working" was not considered, since thefts of teachers' property kept at school can occur when teachers are not present.

Aggravated assault Attack or attempted attack with a weapon, regardless of whether or not an injury occurs, and attack without a weapon when serious injury results.

Rape Forced sexual intercourse including both psychological coercion, as well as physical force. Forced sexual intercourse means vaginal, anal, or oral penetration by the offender(s). Includes attempts and verbal threats of rape. This category also includes incidents where the penetration is from a foreign object such as a bottle.

Robbery Completed or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon, and with or without injury.

Rural A place not located inside the Metropolitan Statistical Area (MSA). This category includes a variety of localities, ranging from sparsely populated rural areas to cities with populations of less than 50,000.

Serious violent crime Rape, sexual assault, robbery, or aggravated assault.

Sexual assault A wide range of victimizations, separate from rape or attempted rape. These crimes include attacks or attempted attacks generally involving unwanted sexual contact between the victim and offender. Sexual assault may or may not involve force and includes such things as grabbing or fondling. Sexual assault also includes verbal threats.

Simple assault Attack without a weapon resulting either in no injury, minor injury, or in undetermined injury requiring less than 2 days of hospitalization. Also includes attempted assault without a weapon.

Suburban A county or counties containing a central city, plus any contiguous counties that are linked socially and economically to the central city. On the data tables, suburban areas are categorized as those portions of metropolitan areas situated "outside central cities."

Theft Completed or attempted theft of property or cash without personal contact.

Victimization A crime as it affects one individual person or household. For personal crimes, the number of victimizations is equal to the number of victims involved. The number of victimizations may be greater than the number of incidents because more than one person may be victimized during an incident.

Victimization rate A measure of the occurrence of victimizations among a specific population group.

Violent crime Rape, sexual assault, robbery, aggravated assault, or simple assault.

Urban The largest city (or grouping of cities) in an MSA.

School Crime Supplement

Total victimization Combination of violent victimization and theft. If a student reported an incident of either type, he or she is counted as having experienced any victimization. If the student reported having experienced both, he or she is counted once under "total victimization."

At school In the school building, on school property, on a school bus, or going to or from school.

Serious violent crime Rape, sexual assault, robbery, or aggravated assault.

Violent crime Rape, sexual assault, robbery, aggravated assault, or simple assault.

Youth Risk Behavior Survey

On school property On school property is included in the question wording, but was not defined for respondents.

Weapon Examples of weapons appearing in the questionnaire include guns, knives, and clubs.

Illegal drugs Examples of illegal drugs were marijuana, cocaine, inhalants, steroids, or prescription drugs without a doctor's permission, heroin, and methamphetamines.

School Survey on Crime and Safety

At school/at your school Includes activities that happened in school buildings, on school grounds, on school buses, and at places that held school-sponsored events or activities. Unless otherwise specified, respondents were requested to report on activities that occurred during normal school hours or when school activities/events were in session.

Cult or extremist group A group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large.

Firearm/explosive device Any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Gang An ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

Insubordination A deliberate and inexcusable defiance of or refusal to obey a school rule, authority, or a reasonable order. It includes but is not limited to direct defiance of school authority, failure to attend assigned detention or on-campus supervision, failure to respond to a call slip, and physical or verbal intimidation/abuse.

Intimidation To frighten, compel, or deter by actual or implied threats. It includes bullying and sexual harassment.

Physical attack or fight An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Rape Forced sexual intercourse (vaginal, anal, or oral penetration). Includes penetration from a foreign object.

Robbery The taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that a threat or battery is involved in robbery.

Serious violent incidents Include rape, sexual battery other than rape, physical attacks or fights with a weapon, threats of physical attack with a weapon, and robbery with or without a weapon.

Sexual battery An incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Principals were instructed that classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offenders.

Sexual harassment Unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or non-verbal.

Specialized school A school that is specifically for students who were referred for disciplinary reasons. The school may also have students who were referred for other reasons. The school may be at the same location as the respondent's school.

Theft/larceny (taking things over $10 without personal confrontation) The unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.

Vandalism The willful damage or destruction of school property including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking.

Violent incidents Include rape, sexual battery other than rape, physical attacks or fights with or without a weapon, threats of physical attack with or without a weapon, robbery with or without a weapon.

Weapon Any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others.

Schools and Staffing Survey

Central city A large central city (a central city of a Metropolitan Statistical Area [MSA] with population greater than or equal to 400,000, or a population density greater than or equal to 6,000 per square mile) or a mid-size central city (a central city of an MSA, but not designated as a large central city).

Elementary school teachers An elementary school teacher is one who, when asked for the grades taught, checked: (1) only "ungraded" and was designated as an elementary teacher on the list of teachers provided by the school; (2) 6th grade or lower, or "ungraded," and no grade higher than 6th; (3) 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; (4) 7th and 8th grades only, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; (5) 6th grade or lower and 7th grade or higher, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school; or (6) 7th and 8th grades only, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school. A teacher at school that has grade 6 or lower, or one that is "ungraded" with no grade higher than the 8th.

Rural or small town Rural area (a place with a population of less than 2,500 and defined as rural by the U.S. Bureau of the Census) or a small town (a place not within an MSA, with a population of less than 25,000, but greater than or equal to 2,500, and defined as nonurban by the U.S. Bureau of the Census).

Secondary school teachers A secondary school teacher is one who, when asked for the grades taught, checked: (1) "ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; (2) 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; (3) 9th grade or higher, or 9th grade or higher and "ungraded"; (4) 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; (5) 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or (6) 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Urban fringe or large town Urban fringe of a large or mid-size city (a place within an MSA of a mid-size central city and defined as urban by the U.S. Bureau of the Census) or a large town (a place not within an MSA, but with a population greater or equal to 25,000 and defined as urban by the U.S. Bureau of the Census).

School-Associated Violent Deaths Surveillance System

Homicide An act involving a killing of one person by another resulting from interpersonal violence.

School-associated violent death A homicide or suicide in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims included nonstudents as well as students and staff members.

Suicide An act of taking one's own life voluntarily and intentionally.

REFERENCES

Anderson, M., Kaufman, J., Simon, T., Barrios, L., Paulozzi, L., Ryan, G., Hammond, R., Modzeleski, W., Feucht, T., Potter, L., and the School-Associated Violent Deaths Study Group. (2001). School-Associated Violent Deaths in the United States, 1994–1999. *Journal of the American Medical Association*, 286: 2695–2702.

Arnette, J.L., and Walsleben, M.C. (1998). *Combating Fear and Restoring Safety in Schools* (NCJ 167888). Bulletin. U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Washington, DC: U.S. Government Printing Office.

Brener N.D., Kann L., and McManus T. (2003). A Comparison of Two Survey Questions on Race and Ethnicity Among High School Students. *Public Opinion Quarterly* 67: 227–236.

Ericson, N. (2001). *Addressing the Problem of Juvenile Bullying.* OJJDP Fact Sheet #27. U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Washington DC: U.S. Government Printing Office.

Elliott, D.S., Hamburg, B.A., and Williams, K.R. (1998). Violence in American Schools: An Overview. In Elliott, D.S., Hamburg, B.A., and Williams, K.R. (Eds.), *Violence in American Schools* (pp. 3–28). New York: Cambridge University Press.

Fagan, J., and Wilkinson, D.L. (1998). Social Contexts and Functions of Adolescent Violence. In Elliott, D.S., Hamburg, B.A., and Williams, K.R. (Eds.), *Violence in American Schools* (pp. 55–93). New York: Cambridge University Press.

Hamburg, M.A. (1998). Youth Violence Is a Public Health Concern. In Elliott, D.S., Hamburg, B.A., and Williams, K.R. (Eds.), *Violence in American Schools* (pp. 31-54). New York: Cambridge University Press.

Ingersoll, S., and LeBoeuf, D. (1997). *Reaching Out to Youth Out of the Mainstream.* U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Washington, DC: U.S. Government Printing Office.

Kachur, S.P., Stennies, G.M., Powell, K.E., Modzeleski, W., Stephens, R., Murphy, R., Kresnow, M., Sleet, D., and Lowry, R. (1996). School-Associated Violent Deaths in the United States, 1992 to 1994. *Journal of the American Medical Association*, 275: 1729–1733.

Laub, J.H., and Lauritsen, J.L. (1998). The Interdependence of School Violence With Neighborhood and Family Conditions. In Elliott, D.S., Hamburg, B.A., and Williams, K.R. (Eds.), *Violence in American Schools* (pp. 127–155). New York: Cambridge University Press.

McLaughlin, K.A., and Brilliant, K.J. (1997). *Healing the Hate: A National Hate Crime Prevention Curriculum for Middle Schools.* U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Washington, DC: U.S. Government Printing Office.

Nolin, M.J., Vaden-Kiernan, N., Feibus, M.L., and Chandler, K.A. (1997). *Student Reports of Availability, Peer Approval, and Use of Alcohol, Marijuana, and Other Drugs at School: 1993* (NCES 97–279). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

U.S. Department of Education, National Center for Education Statistics. (2003). *Digest of Education Statistics 2002* (NCES 2003–060). Washington, DC: U.S. Government Printing Office.

U.S. Department of Justice, Federal Bureau of Investigation. (2000). *Uniform Crime Report 2000.* Washington, DC: U.S. Government Printing Office.

U.S. Department of Education
ED Pubs
8242-B Sandy Court
Jessup, MD 20794-1398

Official Business
Penalty for Private Use, $300

U.S. POSTAGE PAID
U.S. DEPARTMENT
OF EDUCATION
PERMIT NO. G-17

DEPARTMENT OF JUSTICE
QUI PRO DOMINA JUSTITIA SEQUITUR
OFFICE OF JUSTICE PROGRAMS

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC®

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (3/2000)